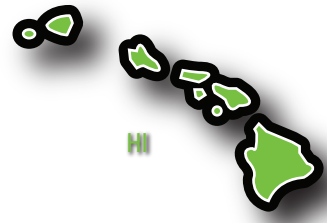
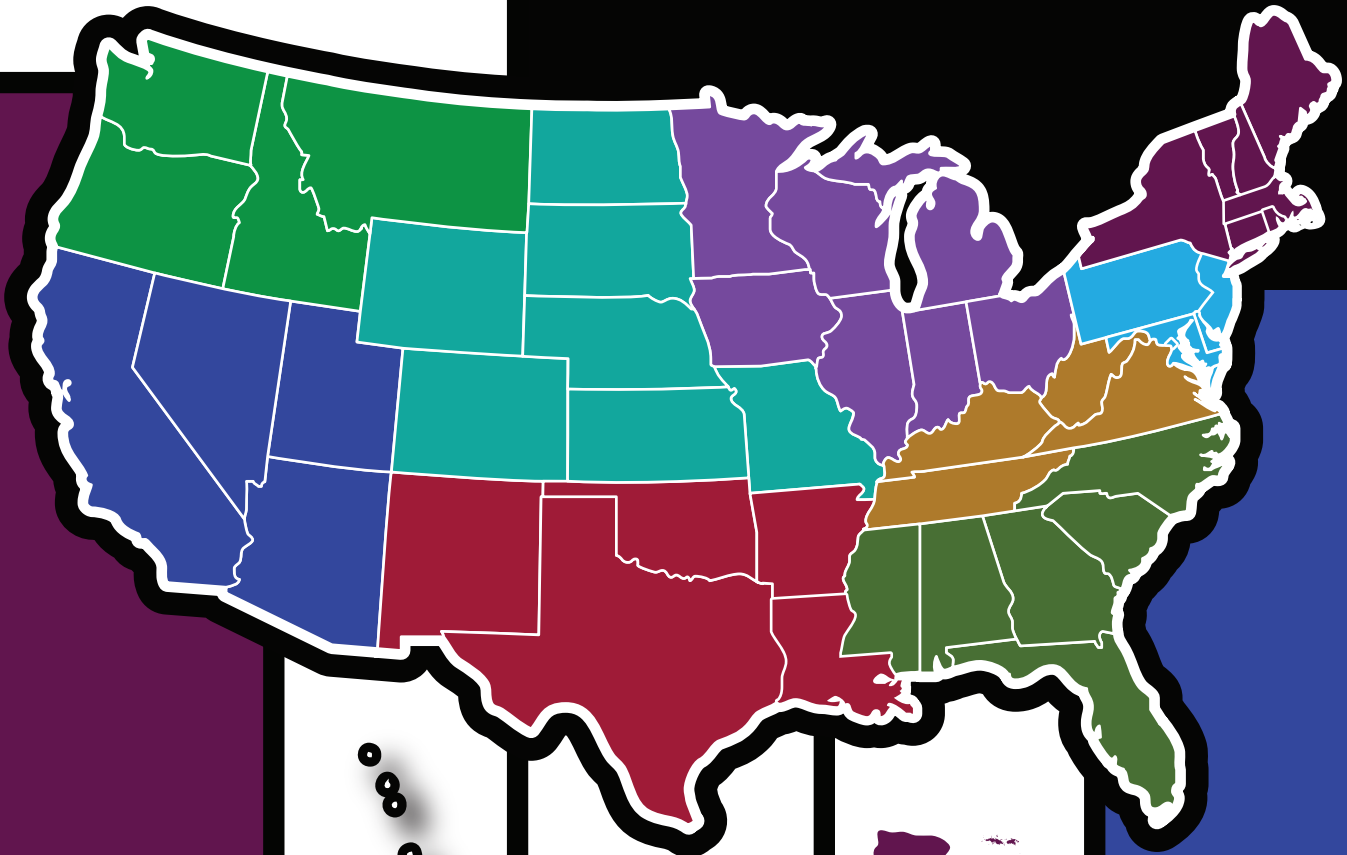
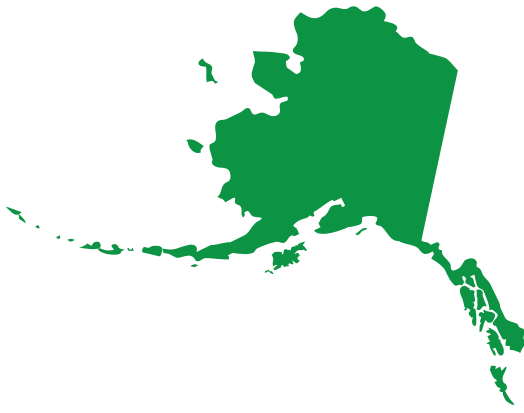


PACIFIC REGION: A REPORT IDENTIFYING AND ADDRESSING THE EDUCATIONAL NEEDS



Guam

U.S. Department of Education
Regional Advisory Committee
(RAC)



July 2011

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PREFACE

This report represents the deliberations of the Pacific Regional Advisory Committee (RAC), one of 10 RACs established under the Educational Technical Assistance Act of 2002 (20 U.S.C. sections 9601 et. seq.) to assess the educational needs of the region. The committee's report outlines educational needs across the state, districts, and territories of Hawai'i, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), the Republic of the Marshall Islands, the Republic of Palau, the Territory of American Samoa, and the Territory of Guam. Committee deliberations took place May 23, 2011, through June 15, 2011.

Pacific RAC members represented local and state education agencies; institutions of higher education; parents; practicing educators, including classroom teachers, principals, administrators, school board members, and other local school officials; business persons; and researchers. Members included:

- Rita A. Sablan (Regional Chairperson), Commissioner of Education, Northern Mariana Islands Public School System, Saipan, CNMI
- Pauline Camacho, Director Guam Parent Information Resource Center, Hagatna, Guam
- Spensin James, Faculty Member at COM-FSM Math Science Division, Pohnpei, FSM
- Martha Kintol, Principal, Dandan Elementary School, Saipan, CNMI
- Mellanie Lee, Project Director, Hawai'i/Pacific Deaf-Blind Projects, Center on Disability Studies, University of Hawai'i at Manoa, Honolulu, HI
- Mary Okada, President, Guam Community College, Mangilao, Guam
- Claire Tuia-Poumele, Project Director, Lumana'i Manuia mo Fanau, American Samoa
- Denise Uehara, Assistant Professor, College of Education, Center on Disability Studies, University of Hawai'i at Manoa, Honolulu, HI

ACKNOWLEDGEMENTS

The Pacific RAC would like to thank Sylvia Lyles, Designated Federal Official (DFO) from the U.S. Department of Education (ED) and Wilma Bonner, Facilitator from Synergy Enterprises, Inc., for their assistance and support. The Pacific RAC would also like to thank Clare Corroone, Akshay Jakatdar, and Kipchumba Kitur from Synergy Enterprises, Inc. who assisted with the Pacific RAC report by preparing the Regional Profile, helping the RAC organize the information gathered by the RAC, and documenting and providing logistical support for the committee's public meetings, including webinars under the U. S. Department of Education Contract No. ED-ESE-11-C-0017 (Nancy Loy, Project Officer).

INTRODUCTION

This report represents the regional needs assessment of the Regional Advisory Committee (RAC) for the Pacific Region, which includes the Freely Associated States of the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap); the Territory of Guam, the Territory of American Samoa, the Commonwealth of the Northern Mariana Islands, and the state of Hawai'i. The Pacific RAC members conducted outreach activities to obtain input from various constituencies on regional needs and how to address those needs, used statistical data from the Pacific Regional Profile (Appendix A), and deliberated during three public meetings from May 23 through June 15, 2011.

Legislative Background

There are ten Regional Advisory Committees authorized by the Educational Technical Assistance Act of 2002 (20 U.S.C. sections 9601 et. seq.). The RACs are governed by the provisions of the Federal Advisory Committee Act (FACA) (Public Law 92-463). Each RAC also has a charter that defines the RAC's roles and responsibilities.

Regional Background

The Pacific Region Educational Profile provided by the Department of Education under Contract Number ED-SES-11-C-0017 (Appendix A) presents data on the status of education in the individual areas of the region, which helps construct an education landscape for the entire region. A review of the data provides an indication of the wide range of needs and the lack of common metrics for discerning the educational strengths and weaknesses within the region. Therefore, it was critical to couple input from RAC members and constituents with data from the Profile to determine the most urgent needs of the Pacific Region.

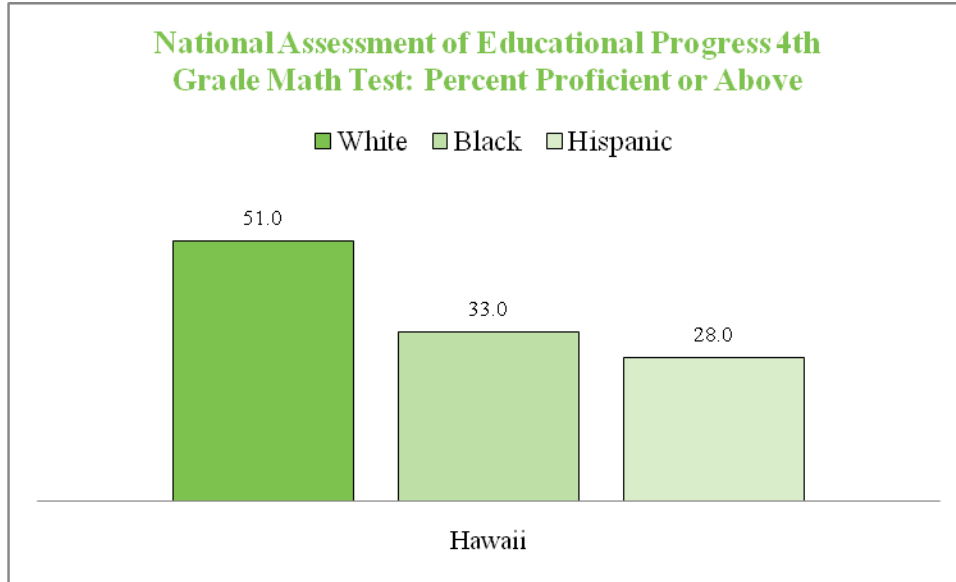
An example of this pairing is evidenced in studying students' academic achievement in mathematics and reading, key content areas for overall success. Hawai'i uses the National Assessment of Educational Progress (NAEP) while American Samoa draws upon the results of a standards-based assessment. Data from the five other areas are missing, but RAC members and constituents agreed that improving academic achievement is critical. Their discussion on rigorous standards and assessments was propelled by the data and input.

Hawai'i Table 1: Adequate Yearly Progress

State	Number and percentage of schools that failed to make AYP in SY2008-2009
Hawai'i	183 (64.4%)

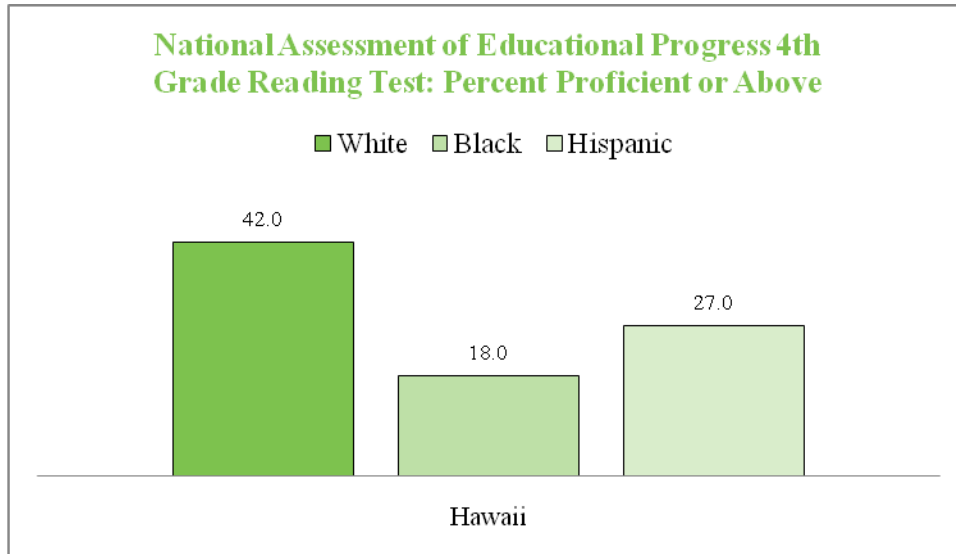
SOURCE: ED Data Express, State Snapshots, SY2008-2009.

Hawai'i Figure 1: National Assessment of Educational Progress Fourth-Grade Math Test: Percent Proficient or Above



SOURCE: NAEP State Profiles, 2009.

Hawai'i Figure 2: National Assessment of Educational Progress Fourth-Grade Reading Test: Percent Proficient or Above



SOURCE: NAEP State Profiles, 2009.

American Samoa Table 2: Standards-Based Achievement Fourth-Grade Math Test: Percent Proficient

State	Samoan	Asian/Pacific Islander	Other
American Samoa	20	0	19

SOURCE: Territorial Report Card: American Samoa, SY2008-2009.

American Samoa Table 3: Standards-Based Achievement Fourth-Grade Reading Test: Percent Proficient

State	Samoan	Asian/Pacific Islander	Other
American Samoa	16	0	15

SOURCE: Territorial Report Card: American Samoa, SY2008-2009.

RAC members also stressed the importance of hiring teachers to effectively teach the standards. Data in the following charts provide a partial picture of the status of teachers in the region and supported the RAC's discussion of urgent needs in the areas of recruiting and retaining effective teachers and instructional leaders.

Hawai'i Table 4: Teacher Quality Indicators

State	Percent of Core Classes Taught by Highly Qualified Teachers ¹	National Board-Certified Teachers as a Percent of All Teachers ²
Hawai'i	72.8	2.5

SOURCES: ¹Consolidated State Performance Report: SY2008-2009 (Hawai'i); ²National Board for Professional Teaching Standards, April 2011.

American Samoa Table 5: Teacher Information

Professional Degrees	Percentage of Teachers
No Degree	34.0
Associate	29.0
Bachelors	31.0
Masters	5.0
Ph.D.	1.0

SOURCE: Territorial Report Card: American Samoa, SY2008-2009.

Guam Table 6: Teacher Information

Professional Degrees	Number of Teachers	Percentage of Teachers
Associate	21	1.0
Bachelors	1507	71.0
Masters & above	515	24.0
Others (i.e. Ed.D. or no degree)	82	4.0

SOURCE: Insular Area Application, Guam, April 2010.

With the exception of Hawai'i, much of the Pacific region has a significant population of students who do not speak English as their first language, English language learners (ELLs). Although the data from Guam do not present a clear accounting of the percentage of ELL students, and data from the other areas on these students are missing, language and cultural gaps relative to the mainland United States are a reality of the Pacific Region. The demands placed upon the educational systems as a result were included in the RAC's identification of educational challenges to be addressed by the Comprehensive Centers.

Hawai'i Table 7: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced-Price Lunch ¹	Percent of Students in ELL/LEP ¹	Percent of Students With an IEP ¹	Number of Migrant Students ²	Number of Homeless Students ²
Hawai'i	41.7	10.3	11.2	1,347	1,739

SOURCES: ¹Common Core of Data SY2008-2009; ²Consolidated State Performance Report: SY2008-2009 (Hawai'i).

Hawai'i Table 8: Percentage of English Language Learners in Total Student Population

State	Less than 20 percent	20–80 percent	More than 80 percent
American Samoa			✓

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007.

Guam Table 9: Percentage of English Language Learners in Total Student Population

State	Less than 20 percent	20–80 percent	More than 80 percent
Guam		✓	

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007.

Commonwealth of the Northern Mariana Islands Table 10: Percentage of English Language Learners in Total Student Population

	Less than 20 percent	20–80 percent	More than 80 percent
Commonwealth of the Northern Mariana Islands			✓

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007.

The lack of comprehensive educational data for the outlying areas was the basis for the discussion of data and technology needs of the region.

DATA COLLECTION AND OUTREACH STRATEGIES

The Pacific RAC held one two-day public meeting in Arlington, Virginia, on May 23 and May 24, 2011, to (1) identify and discuss collective challenges in the delivery of quality education and proffer strategic solutions and (2) develop a plan for including public participation in pointing out other challenges and providing feedback on those that had been identified. Strategies were agreed upon in the Arlington meetings for notifying the public about two webinars to inform and elicit input on the problems that should be addressed by the Comprehensive Center for the Pacific Region. The webinars were held on June 8 and June 15, 2011, from 7:00 p.m. – 9:00 p.m. EDT. A majority of the Pacific RAC participated and members from the public listened in on the discussion.

Input and feedback were received from parents, school administrators, local education agencies (LEAs), state education agencies (SEAs), a librarian, and teachers from American Samoa, Guam, Hawai'i, and the Northern Mariana Islands. Their comments are presented in Appendix B. The comments complemented the areas of challenge identified by the RAC and raised new issues regarding the imperative of media centers/libraries and new standards to teach students sustainability in an area surrounded by water and dependent upon imports.

The major form of outreach to stakeholders was electronic, through e-mail communications, an on-line survey, and two webinars, although a session was also held with a teacher advisory panel

in Saipan and a report was published in a local Hawaiian newspaper. The e-mail messages included the times and dates of the webinars and provided directions for sending input to the website, and listening to and viewing the webinars. The website was created and managed by Synergy Enterprises, Inc. (SEI).

EDUCATIONAL NEEDS AND RECOMMENDATIONS FOR ADDRESSING THE NEEDS OF THE PACIFIC REGION

The educational needs of the Pacific Region are varied and reflect the unique challenges of the island groups, which span almost 5 million square miles of the Pacific Ocean. With a significant percentage of the students and their families who do not speak English as their first language and whose ethnicity and culture are manifestly different from that of the mainland United States, great efforts are required to ensure that their specific needs and accompanying technical assistance to support them are not overlooked or marginalized. For each of the eight challenges identified by the Pacific RAC for targeted support from the comprehensive education centers, the nature of and degree to which the aid is required must be examined carefully to reflect the uniqueness of each geographical area. The overarching theme for all of the challenges, however, is taking into account all the outlying areas beyond Hawai'i in the Pacific Region in all federal discussions, initiatives, and grant opportunities.

The challenges that were identified by the Pacific RAC are listed alphabetically to emphasize their equal weight, although the degree of importance to the different geographical areas varies. The mandate of the Comprehensive Centers must be to help address, in strategic and culturally appropriate ways, each of the challenges to public education in their geographical, political, and social contexts.

CROSS-CUTTING CHALLENGE THAT IMPACTS REGIONAL NEEDS

Throughout the deliberations of the RAC, both in the face-to-face conferences and the webinar sessions, members pondered the wide-ranging differences among the areas represented in the Pacific Region. The importance of having common and comprehensive data to grasp a clear picture of the conditions and quality of education in the region was expressed repeatedly. While the regional profile captures ample data from Hawai'i and American Samoa for analyses of educational strides, and negligible data from Guam and the Commonwealth of the Northern Mariana Islands, there are no data for the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. Yet data must serve as the catalyst for the work of the Comprehensive Center; data must also be the basis by which the worth of the Comprehensive Center should be measured. Indeed, omission of critical information on students, teachers, and achievement rates is anathema to our nation's efforts to ensure a quality education for all children and youth. If the issues are not articulated and substantiated by data, many of them will go unaddressed and the state of education will be exacerbated. In addition, lack of substantiating data heightens the possibility of creating or assuming needs that may not be accurate, relevant, or appropriate.

ACKNOWLEDGEMENT

The RAC is insistent that the entire Pacific Region, not just Hawai'i, be acknowledged and included in all federal discussions, grant opportunities, and initiatives that impact the delivery of high-quality teaching and learning in public schools. The unique nature of the areas within the region may give rise to “exceptions” to some expectations, but all areas must be recognized as integral to the region and provided equal supports as Hawai'i. The challenges of the geographical distances between areas and the impact upon continuity of the region, as well as the distinct needs of each district must be documented and ultimately addressed. The efforts to ameliorate the challenges should be informed, clearly mapped out, and monitored regularly. To accomplish this, strategic and systematic mechanisms for soliciting input and providing feedback from the stakeholders are required. The RAC strongly believes that new policies and practices are needed which requires senior, career, and political staff from the U. S. Department of Education to visit the outlying areas to gain greater awareness and understandings of their needs and the context/environment in which these needs arise. The Comprehensive Center can also assist to ensure acknowledgement and equity by developing and disseminating literature that reflects distinct descriptions of the widespread region comprised of data relevant to the delivery of public education.

Need: Building Local Capacity—Teacher Effectiveness, School Leadership and Succession Planning, and Recruitment and Retention

There is a need for succession planning to ensure continuity of effective teachers and leadership, however, there is a severe shortage of qualified teachers and principals in many areas of the Pacific Region. When effective educators leave the districts, there are breaks in the gains that have been made which impact the cultures of achievement and overall stability that have been established. Some primary reasons for lapses in filling vacated positions include locations in remote areas and poor incentives for educators coming to and remaining in those areas.

Solution: Technical Assistance—Training

Technical assistance is needed for more pre-service and in-service training to ensure that teachers have knowledge of content (especially at the secondary level), pedagogical training, and interpersonal skills. Help is needed in identifying and supporting current effective teachers to serve as mentors for both new and veteran teachers in these areas. Assistance in the design and implementation of workshops, classes, on-site coaching strategies, and on-line courses is critical.

Solution: Comprehensive Centers

Assistance from the Comprehensive Centers is needed to structure non-monetary and monetary incentives for teachers for high student performance to recruit and retain effective teachers, but much consideration must be given to the equitable assignment of “high needs” students to teachers. Assessing and replicating the teacher performance incentives used in Hawai'i is one way to begin addressing this challenge. Assistance in leveraging Title II funds strategically is another expectation in resolving the problem.

Solution: Designing Systemic Leadership Training

Aid is needed in designing systemic leadership training to prepare incoming administrators and prospective administrators who are current teachers to identify resources that will help teachers to meet the academic, social, and behavioral needs of their students. Helping to broker

partnerships with the universities to design professional development experiences and developing assessment instruments to reinforce and assess the successful implementation of what is learned in those experiences are also integral parts of the solution.

Solution: Technical Assistance—Communications

Technical assistance is required to help publicize the need for qualified teachers and administrators in the region through highly visible, systematic, and compelling communications. Helping to establish robust links with the State Department of Education, U. S. Department of Interior, and other agencies at the local and national levels for the purpose of assisting with recruitment and retention is another aspect of the public outreach.

Solution: Developing Partnerships Toward Capacity-Building

Technical assistance is also needed to develop formal partnerships with institutes of higher education to provide technical assistance in building and sustaining capacity for teacher effectiveness and school leadership.

Need: Data and Technology Integration

Data must be collected, categorized, updated, stored, and made accessible to (1) demonstrate the common and disparate needs of the region; (2) support instruction; (3) track achievement; (4) identify and project trends and solutions; and (5) inform decisions. Currently there is no centralized data collection system or centralized data repository. Without the data, it becomes impossible to obtain a comprehensive, informed understanding of the challenges of the region and of the steps taken or needed to be taken to address them. The data system must be able to be integrated with the different systems that exist throughout the region.

Solution: Identifying a Central Data System

Technical assistance is needed in identifying a central data system that is compatible with systems throughout the Pacific Region, to capture and report accurate data about each area in the region and data on the region as a whole. Once the system has been identified, further help is needed to identify funding sources for the purchase and continued maintenance of the system.

Solution: Integrating Technology in the Classroom

Support is needed to assist teachers and administrators to integrate technology in the classroom, to facilitate differentiated instruction, and to expose students to almost every facet of the world through the Internet. Students in the Pacific Region will be required to use technology in the work place and in completing everyday life tasks; it is the role of educators to prepare them to do so.

Solution: Developing Technology Infrastructure

To identify the infrastructural needs of school buildings for the inclusion of technology as a major learning and organizational tool, technical support from the Comprehensive Centers is needed.

Solution: Data Collection and Interpretation

Technical assistance is requested for training school personnel in collecting, interpreting, and using data to monitor students' academic progress, attendance, dropout rates, transfers, and other

information that reflects the needs and patterns of the Pacific Region and that inform policy decisions.

Solution: Assessing Media Centers

Assistance in assessing the state of media centers (libraries), which help teachers and students access and sort through volumes of information to expand their understanding of skills and concepts, is needed. In addition, help is needed to develop plans for creating or expanding information centers where there is need.

Solution: Technical Training for Parents

Technical assistance should be provided to train parents to use the technology through which their children will learn, work, and communicate.

Need: Lack of Resources

A significant number of families lack basic necessities of life and are living below subsistence levels in the region. Their economic state has a direct impact on their children's full participation in the schooling process. Poor attendance, lack of parental involvement, high rates of transition, and not being cognitively ready to enter school due to limited or no preschool programs are among the deterrents to optimal learning. Coupled with their own economic impoverishment, many students are expected to attend schools that are also sorely lacking resources. There are school structures that do not have adequate classroom space, ventilation systems, capacity to use technology, or toilet facilities; some buildings have leaking roofs and are in jeopardy of being closed because of irreparable structures.

Solution: Expand Resources to Needy Families

Technical assistance is needed to help form infrastructures and human capital to identify families who are living below economic subsistence levels and to identify resources that can ameliorate some of their conditions.

Solution: Program Accountability

Support from the Comprehensive Center is needed to help leverage programs and other resources to directly and indirectly address families of school children who are "in need." Further assistance is requested to develop procedures for holding federally funded programs more accountable for addressing those children's and their families' needs that directly impact education.

Solution: Training and Placement of Local Personnel

Technical assistance is needed in helping to provide training of educators and the community to support proposals and initiatives that value using local personnel to staff programs intended to enhance the region. This training should include the development of evaluation instruments that can be used to screen proposals and increase the community's effectiveness in participating in panels and processes that are responsible for awarding grants to improve the state of education in the Pacific Region.

Solution: Transportation

Assistance in identifying means by which parents can be transported to and from school for meetings with teachers and administrators, workshops, or opportunities to observe their children would also be a viable strategy for addressing the need.

Solution: Designing Programs to Meet Needs of Pre-School Youth

Technical assistance is needed in gathering data on pre-school students and developing proposals to establish sufficient numbers of programs to meet their needs. This TA will help to build a firm academic foundation upon which successive education will depend.

Need: Military Footprint Impacts on Schools

Schools are responsible for educating children of the military and preparing them for higher education and the prospective workforce, but there is concern about whether the infrastructures of the education systems are designed to effectively accomplish this objective. The frequent movement of military families within and outside of the region places responsibilities on local schools to ensure continuity in instruction and to provide support systems that are responsive to the constant influx and exodus of students. Assessing students to determine appropriate grade placements, maintaining support services for children and their parents to facilitate transitions into new school cultures, and training teachers to be effective in such highly transient settings are among the specific concerns.

Solution: Assessing Standards and Human Capital

Technical assistance is needed to support the region in assessing (1) the quality of the standards that are used to drive instruction in the different areas; (2) the status of human capital needed to deliver high quality education; and (3) the efforts to get qualified teachers to go into the remote areas of the region.

Solution: Individualized Planning

Technical assistance is also needed in writing plans for individual students and also groups of students that are based upon measureable outcomes for academic improvement.

Solution: Assessments

Technical assistance is needed to train teachers and counselors to administer and interpret assessments that provide immediate information to determine student placements and special services that may be needed.

Solution: Individualized Instruction

Because of the unique experiences of transient students, technical assistance in training teachers to implement differentiated instruction is especially important. As their parents do not have the option to move according to personal convenience or preference, students may need materials and learning opportunities to “catch up” with their classmates. Teachers must be prepared to deliver customized instructions to meet their academic needs.

Need: Standards and Assessments that Undergird and Result in High Achievement

There is a need to have both high academic and social/emotional/behavioral standards with accompanying assessments to prepare all students for success and easy transition from one level to the next throughout their 0–16 schooling (from preschool to elementary school; from

elementary school to middle school; from middle school to high school; from high school to college/work). As a result, students will be able to become socially responsible, contributing adults with meaningful roles in their communities. This includes children and youth with special needs. Incorporating general learner outcomes such as those established by the Hawai'i Board of Education may help students better understand themselves and their potential to excel academically. A focus on new topics and standards in science will also help students understand their environment and their role in using it optimally for self-sustainability.

Solution: Culturally Responsive Curricula

Technical assistance is needed to develop more culturally responsive curricula and aligned assessments that reflect high expectations of the Common Core State Standards and other identified learner outcomes.

Solution: Professional Development

Technical assistance is needed to provide professional development experiences which help teachers to (1) teach the standards more effectively; (2) use assessment data to improve instruction; and (3) accommodate the needs of students with special education needs and language needs.

Solution: Teaching Sustainability

Assistance with designing standards-based curricula that connect science and health with everyday living is needed to help teach students sustainability. Living in areas completely surrounded by water and being dependent upon imports should require more emphasis on growing food locally. This could be achieved in some measure by the inclusion of aquaponics, hydroponics, vermicasting, and composting in the science curricula. Technical assistance is also needed in brokering partnerships with the universities, colleges, and departments of agriculture to develop service learning projects that foster application of these science skills and concepts and integrate them into the curricula.

Solution: Multilingual Assessments

To accurately measure students' mastery of standards, assistance is needed in developing translated versions of assessments which will reflect the multiple languages in the schools.

Solution: Afterschool Programming and Instructional Technologies

Technical assistance is also needed to develop and execute plans to help students who fail to meet the learning standards. This includes designing after school programs and plans for more extensive use of technology to better pace instruction for these "at risk" students.

Need: Students, Families, and Communities as Part of the Schooling Process

Parents, who come from many different cultures and who speak different languages, should be engaged in the education of their children and understand their roles as partners in the schooling process.

Solution: Supporting Adult Literacy

Support in helping to empower parents by providing avenues for them to be trained in literacy, early childhood education, state curricula, technology use, parenting skills, English, etc., is

requested. Assistance in turning schools and learning resource centers into meeting places for parents and making schools more welcoming is one of the solutions to this challenge.

Solution: Supporting Indigenous Fluency

Assistance in providing multiple messages and opportunities to encourage parents to help children retain fluency in their indigenous languages, which will ultimately help them in the acquisition of language skills in English, is needed.

Solution: Hiring Translators

Assistance in developing strategies to provide more official translators who can prepare documents in the indigenous languages or who can communicate orally with parents would be useful. Also assistance in identifying ways to share proven strategies to assist ELL students and their families throughout the Pacific Region is needed.

Solution: Bridging Cultural Divides

Guidance in using faith-based communities and other community agencies to help bridge cultural and language gaps and engage parents and the community in the education of children is requested.

Solution: Staff Recruitment and Retention

Assistance in developing recruitment and retention strategies of staff who speak the language of the region is also critical.

Need: Underserved, Undocumented Populations in Remote Areas of the Region

There are an unknown number of school-aged children and youth in remote areas of the Pacific Region. To ensure that they receive the support and services needed to obtain an education, data must be captured and resources must be provided to them.

Solution: Fostering Inter-Agency Collaborations

Technical support is needed to draft policy or establish practice, which requires the U.S. Department of Interior and the State Department of Education to work collaboratively in providing support to rural areas, including the Marshall Islands and the Federated States of Micronesia, so that resources can be leveraged and there is more accountability for meeting the unique needs of these areas.

Solution: Monitoring Effectiveness

The Comprehensive Centers should capture data on school-aged children and youth in the remote areas for the purposes of developing plans, delivering services, and monitoring the effectiveness of those services.

Solution: Combating Apathy

Technical assistance is required to help change apathetic attitudes of the community that perpetuate limited and poor quality educational facilities and opportunities for children through workshops, classes, community forums, and other outreach efforts.

Solution: Developing Supportive Policies and Practices

Assistance is needed in developing practices and policies that ensure native Pacific Islanders (not just Hawai'ians), who know the terrain and issues of the rural areas, comprise committees that review and approve grant proposals for work in remote areas of the Pacific Region.

APPENDIX A

Regional Profile

PACIFIC REGION EDUCATIONAL PROFILE

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HAWAII

Tables 1 through 5 all contain data, such as number of public schools and students; the percentage of schools by urban, suburban and rural metro status; the percentage of public school students by racial characteristics; selected student subgroups, such as percentage of public schools enrolled in English Language Learner (ELL)/Limited English Proficient (LEP) programs; linguistic indicators, such as percentage of students aged 5 through 17 that speaks a language other than English at home; and socioeconomic indicators, such as percentage of households with children below the poverty level. The data can be found below.

Table 1: Number of Schools

State	Public School Students, SY2008 2009	Public Schools, SY2008 2009	Private Schools, SY2007 2008	Charter Schools Collected, 2011
Hawaii	179,478	290	136	32

SOURCE: ¹Common Core of Data 2008-2009; ²U.S. Department of Education, Private School Universe Study 2007-2008; ³Center for Education Reform (www.edreform.com) 2011

Table 2: Percentage of Public School Students by Racial Characteristics

State	American Indian/Alaska Native	Asian/Pacific Islander	Black, Non- Hispanic	Hispanic	White, Non Hispanic	Two or More Races
Hawaii	0.6	72.9	2.3	4.6	19.5	Not Applicable

SOURCE: Common Core of Data SY2008-2009

Table 3: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced Price Lunch ¹	Percent of Students in ELL/LEP ¹	Percent of Students With an IEP ¹	Number of Migrant Students ²	Number of Homeless Students ²
Hawaii	41.7	10.3	11.2	1,347	1,739

SOURCES: ¹Common Core of Data SY2008-2009; ²Consolidated State Performance Report: SY2008-2009 (Hawaii)

Table 4: Linguistic Indicators

State	Percent of Population: Foreign Born ¹	Percent of People Aged 5 and Over Who Speak Language Other Than English ¹	Percent of Children Whose Parents are Fluent English Speakers ²	Percent of Population Aged 5 17: Speak Language Other Than English at Home ¹	Percent of Public School Students in ELL/LEP ³
Hawaii	16.8	24.4	82.9	11.6	10.3

SOURCES: ¹American Community Survey, 2005-2009; U.S. Census Bureau; ²EPE Research Center, 2011; ³Common Core of Data, SY2008-2009

Table 5: Socioeconomic Indicators

State	Total Number of Families ¹	Percent of Families Below the Poverty Level ¹	Percent of Families With Children Below the Poverty Level ¹	Percent of Children With at Least One Parent With a Postsecondary Degree ²	Percent of Students Receiving Free and Reduced Price Lunch ³
Hawaii	306,735	6.8	9.9	48.4	41.7

SOURCES: ¹American Community Survey, 2005-2009; U.S. Census Bureau; ²EPE Research Center, 2011; ³Common Core of Data, SY2008-2009

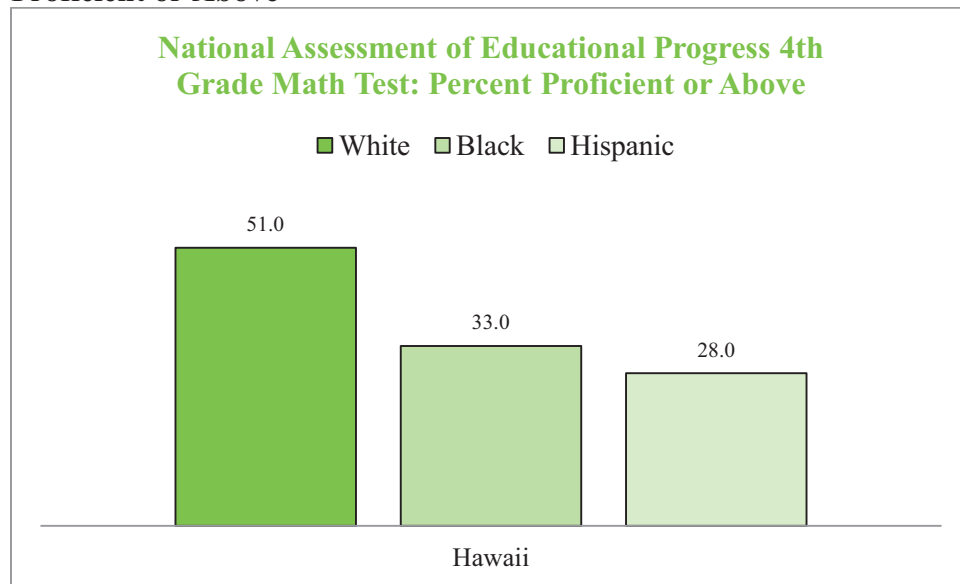
Tables 6 through 10 all contain indicators of student achievement, such as Adequate Yearly Progress (AYP) data; percentage of 4th graders who achieved proficiency on the latest National Assessment of Educational Progress (NAEP) math and reading tests; measures of educational achievement, such as high school graduation rate, dropout rates by race and ethnicity; whether states have agreed to adopt common standards; and preschool data, such as percentage of 3- and 4-year-olds enrolled in preschool. The data may be found below.

Table 6: Adequate Yearly Progress

State	Number and percentage of schools that failed to make AYP in SY2008-2009
Hawaii	183 (64.4%)

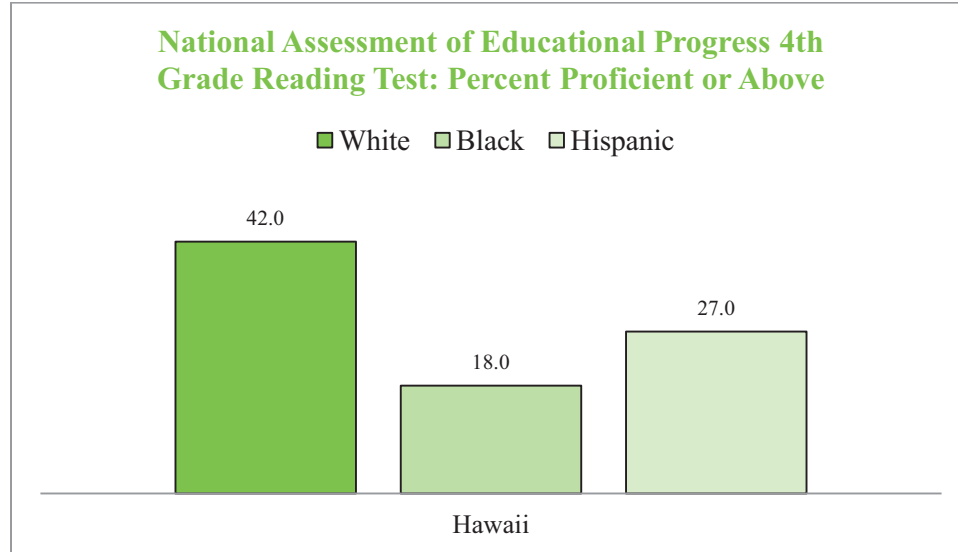
SOURCE: ED Data Express, State Snapshots, SY2008-2009

Figure 1: National Assessment of Educational Progress 4th Grade Math Test: Percent Proficient or Above



SOURCE: NAEP State Profiles, 2009

Figure 2: National Assessment of Educational Progress 4th Grade Reading Test: Percent Proficient or Above



SOURCE: NAEP State Profiles, 2009

Table 7: Educational Standards

State	High School Graduation Rate, SY2007	Advanced Placement High Test Scores (3 or above) Per 100 Students in Grades 11 and 12 for 2009 ²	Total Number of Credits Required to Earn Standard Diploma ²	Alternative Credential for Not Meeting All Standard Requirements ²	Basis for Alternative Credential ²	State Has Exit Exam ²	State Finances Remediation for Students Failing Exit Exams ²
Hawaii	80.0	8.8	24.0	✓	Disabilities		

SOURCES: ¹EDFacts/Consolidated State Performance Report, 2008-09; ²EPE Research Center, 2011

Table 8: Dropout Rates by Race/Ethnicity

State	Dropout Rate and Number of Dropouts (#)	American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White
Hawaii	5.4% (2,922)	7.2% (21)	5.1% (2,063)	6.7% (163)	7.3% (78)	5.9% (597)

SOURCE: Common Core of Data, SY2007-2008

Table 9: Meeting Requirements to Establish Standards

State	Reading ¹	Mathematics ¹	Science ¹	Agreed to Adopt Common Core Standards ²
Hawaii	Yes	Yes	Yes	Yes

SOURCES: ¹Education Commission of the States NCLB database, downloaded March 2011; ²Common Core State Standards, downloaded March 2011

Table 10: Preschool

State	Preschool Enrollment (Percent of 3 and 4 year-olds Enrolled in Preschool)	Readiness Interventions: State Provides or Funds Programs for Children Not Meeting School Readiness Expectations (2010 2011)
Hawaii	55.1	✓

SOURCE: EPE Research Center, 2011

Tables 11 through 16 all display teacher preparation, qualifications and certification data, such as number of teachers; average teacher salary; teacher quality indicators, such as percentage of classes taught by highly qualified teachers; initial licensure requirements; evaluation of teacher performance criteria; teacher performance and incentive measures; and professional development criteria.

Table 11: Number of Teachers and Teacher Salaries

State	Number of Teachers ¹	Average Teacher Salary (SY2008-2009) ²	Pay Parity (Teacher Earnings as a Percentage of Salaries in Comparable Occupations, 2008) ³
Hawaii	11,295	\$55,733	94.3

SOURCES: ¹Common Core of Data SY2008-2009; ²NEA's Rankings of the States 2009 and Estimates of School Statistics 2010 Report; ³EPE Research Center, 2010

Table 12: Teacher Quality Indicators

State	Percent of Core Classes Taught by Highly Qualified Teachers ¹	National Board-Certified Teachers as a Percent of All Teachers ²
Hawaii	72.8	2.5

SOURCES: ¹Consolidated State Performance Report: SY2008-2009 (Hawaii); ²National Board for Professional Teaching Standards, April 2011

Table 13: Teaching Profession

Initial Licensure Requirements for All Prospective Teachers (2009-2010)							
State	All New Teachers Are Required To Participate in a State Funded Induction Program	State Requires Substantial Formal Coursework in Subject Area(s) Taught	Prospective Teachers Must Pass Written Tests			State Requires Clinical Experiences During Teacher Training	
			Basic Skills	Subject Specific Knowledge	Subject Specific Pedagogy	Student Teaching (Weeks)	Other Clinical Experiences (Hours)
Hawaii			✓	✓			

SOURCE: EPE Research Center, 2010

Table 14: Evaluation of Teacher Performance

State	State Requires All Teachers Performance To Be Formally Evaluated	Teacher Evaluation Is Tied To Student Achievement	Teacher Evaluation Occurs on an Annual Basis	State Requires All Evaluators To Receive Formal Training
Hawaii	✓			

SOURCE: EPE Research Center, 2010 (SY2009-2010)

Table 15: Teacher Performance Incentives

State	Has Pay for-Performance Program or Pilot Rewarding Teachers for Raising Student Achievement	Formally Recognizes Differentiated Roles for Teachers	Provides Incentives or Rewards to Teachers for Taking on Differentiated Roles	Provides Financial Incentives To Earn National Board Certification	Provides Incentives to Teachers Who Work in Targeted Hard-to-Staff Assignments	Provides Incentives for National-Board-Certified Teachers to Work in Targeted Schools	Provides Incentives to Principals Who Work in Targeted Schools
Hawaii				✓	✓	✓	✓

SOURCE: EPE Research Center, 2010

Table 16: Professional Development

State	State Has Formal Professional Development Standards	State Finances Professional Development For All Districts	State Requires Districts to Align Professional Development With Local Priorities and Goals
Hawaii	✓	✓	✓

SOURCE: EPE Research Center, 2010

Tables 17 and 18 contain measures of school finance data, such as adjusted per-pupil spending and source of funding, and U.S. Department of Education funding by grant.

Table 17: Adjusted Spending Per Student and Source of Funding

State	Per Pupil Expenditures (PPE), Adjusted for Regional Cost Differences (2008)	Percent of Students in Districts With PPE at or Above U.S. Average (2008)	Spending Index (2008) ¹	Percent of Total Taxable Resources Spent on Education (2008)
Hawaii	\$12,457	100.0	100.0	3.5

SOURCE: EPE Research Center, 2011; ¹Per-pupil spending levels weighted by the degree to which districts meet or approach the national average for expenditures (cost & student need adjusted)

U.S. Department of Education Funding By Grant. Table 18 displays reported funding for various U.S. Department of Education grants such as Special Education grants, Education Technology grants, Race to the Top grants, and Safe and Supportive School grants for Hawaii.

Table 18: U.S. Department of Education Funding by Grant

State	Language Acquisition State Grants ¹	State Agency Grant Migrant ¹	Special Education Grants ¹	ESEA Title I Grants to Local Educational Agencies ¹	Improving Teacher Quality Grants ¹	Education Technology Grants ¹	Rural and Low Income Schools Grant ¹	Small Rural School Achievement Grant ¹	Race to the Top Grant ²	Statewide Longitudinal Data Systems Grants ³	School Improvement Grant ¹	Safe and Supportive School Grants ⁴
Hawaii	\$2,763,318	\$760,155	\$37,941,233	\$44,336,607	\$13,987,032	\$1,294,335	\$0	\$0	\$74,934,761	\$3,477,053	\$1,606,277	\$0

SOURCES: ¹U.S. Department of Education , FY2008 budget; ²Ed.gov Race to the Top Fund; ³U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; ⁴Ed.gov Safe and Supportive School Grants

AMERICAN SAMOA

The tables below contain information such as number of schools; percentage of public school students by racial characteristics; selected student subgroups such as percent of students receiving Free and Reduced Price Lunch (FRPL); percent of 4th graders proficient in math and reading; high school graduation rate; teacher preparation; compliance with the No Child Left Behind (NCLB) Act of 2001; and U.S. Department of Education grant funding for American Samoa. The data are found below.

Table 1: Number of Schools

State	Public School Students, SY2008 2009	Public Schools, SY2008 2009
American Samoa	14,071	31

SOURCE: Common Core of Data 2008-2009

Table 2: Percentage of Public School Students by Racial Characteristics

State	Samoan	Asian/Pacific Islander	Other
American Samoa	95.0	2.0	1.0

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 3: Selected Student Subgroups

State	Percent of Students Receiving Free and Reduced Price Lunch	Percent of Students in ELL/LEP	Percent of Students With an IEP
American Samoa	100.0	N/A	7.0 ¹

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 4: Standards-Based Achievement 4th Grade Math Test: Percent Proficient

State	Samoan	Asian/Pacific Islander	Other
American Samoa	20	0	19

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 5: Standards-Based Achievement 4th Grade Reading Test: Percent Proficient

State	Samoan	Asian/Pacific Islander	Other
American Samoa	16	0	15

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 6: Measures of Education Achievement

State	High School Graduation Rate, SY2007 2008
American Samoa	94.2

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 7: Common Core Standards

State	Agreed to Adopt Common Core Standards
American Samoa	No

SOURCE: Common Core State Standards, downloaded March 2011

Table 8: Teacher Information

Professional Degrees	Percentage of Teachers
No Degree	34.0
Associated	29.0
Bachelors	31.0
Masters	5.0
Ph.D.	1.0

SOURCE: Territorial Report Card: American Samoa, SY2008-2009

Table 9: Percentage of English Language Learners in Total Student Population

State	Less than 20 percent	20-80 percent	More than 80 percent
American Samoa			✓

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

Table 10: Compliance With the No Child Left Behind Act of 2001

State	Mandatory Compliance (Tier 1)	Negotiated With U.S. Department of Education (Tier 2)*	Negotiated With U.S. Department of the Interior (Tier 3)
American Samoa		✓	

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

*Through a consolidated grant process with the U.S. Department of Education, these jurisdictions individually negotiate the provisions of the act for which they will be held accountable.

U.S. Department of Education Funding By Grant. Table 11 displays reported funding for various U.S. Department of Education grants such as Special Education grants, Education Technology grants, Race to the Top grants, and Safe and Supportive School grants for American Samoa.

Table 11: U.S. Department of Education Funding by Grant

State	Language Acquisition State Grants ¹	State Agency Grant Migrant ¹	Special Education Grants ¹	ESEA Title I Grants to Local Educational Agencies ¹	Improving Teacher Quality Grants ¹	Education Technology Grants ¹	Rural and Low Income Schools Grant ¹	Small Rural School Achievement Grant ¹	Race to the Top Grant ²	Statewide Longitudinal Data Systems Grants ³	School Improvement Grant ¹	Safe and Supportive School Grants ⁴
American Samoa	\$1,174,458	\$0	\$6,297,058	\$9,524,978	\$3,480,950	\$335,051	\$81,446	\$0	\$0	\$0	\$327,291	\$0

SOURCES: ¹U.S. Department of Education , FY2008 budget; ²Ed.gov Race to the Top Fund; ³U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; ⁴Ed.gov Safe and Supportive School Grants

GUAM

The tables below contain information such as number of public schools and students; teacher preparation; percent of English Language Learners (ELL); compliance with the No Child Left Behind (NCLB) Act of 2001; number of National Board of Professional Teaching Standards (NBPTS) certified teachers; and U.S. Department of Education grant funding for Guam. The data may be found below.

Table 1: Number of Schools

State	Public School Students, SY2008-2009 ¹	Public Schools, SY2008-2009 ²
Guam	30,985	36

SOURCE: ¹Management and Curriculum Audit for the Guam Public School System, April 2009; ²Common Core of Data 2008-2009

Table 2: Teacher Information

Professional Degrees	Number of Teachers	Percentage of Teachers
Associated	21	1.0
Bachelors	1507	71.0
Masters & above	515	24.0
Others (i.e. Ed.D. or no degree)	82	4.0

SOURCE: Insular Area Application, Guam, April 2010

Table 3: Percentage of English Language Learners in Total Student Population

State	Less than 20 percent	20-80 percent	More than 80 percent
Guam		✓	

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

Table 4: Compliance With the No Child Left Behind Act of 2001

Jurisdiction	Mandatory Compliance (Tier 1)	Negotiated With U.S. Department of Education (Tier 2)*	Negotiated With U.S. Department of the Interior (Tier 3)
Guam		✓	

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

*Through a consolidated grant process with the U.S. Department of Education, these jurisdictions individually negotiate the provisions of the act for which they will be held accountable.

Table 5: Teacher Quality Indicators

State	National Board Certified Teachers
Guam	2

SOURCE: National Board for Professional Teaching Standards, April 2011

U.S. Department of Education Funding By Grant. Table 6 displays reported funding for various U.S. Department of Education grants such as Special Education grants, Education Technology grants, Race to the Top grants, and Safe and Supportive School grants for Guam.

Table 6: U.S. Department of Education Funding by Grant

State	Language Acquisition State Grants ¹	State Agency Grant Migrant ¹	Special Education Grants ¹	ESEA Title I Grants to Local Educational Agencies ¹	Improving Teacher Quality Grants ¹	Education Technology Grants ¹	Rural and Low Income Schools Grant ¹	Small Rural School Achievement Grant ¹	Race to the Top Grant ²	Statewide Longitudinal Data Systems Grants ³	School Improvement Grant ¹	Safe and Supportive School Grants ⁴
Guam	\$1,141,699	\$0	\$13,962,402	\$11,477,640	\$5,134,923	\$403,739	\$174,996	\$0	\$0	\$0	\$394,409	\$0

SOURCES: ¹U.S. Department of Education , FY2008 budget; ²Ed.gov Race to the Top Fund; ³U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; ⁴Ed.gov Safe and Supportive School Grants

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

The tables below contain information such as number of public schools and students; percent of English Language Learners (ELLs); compliance with the No Child Left Behind (NCLB) Act of 2001; whether territory has agreed to adopt common core standards; number of teachers; and U.S. Department of Education grant funding for the Commonwealth of the Northern Mariana Islands. The information may be found below.

Table 1: Number of Schools

State	Public School Students, SY2008 2009	Public Schools, SY2008 2009
Commonwealth of the Northern Mariana Islands	10,913	31

SOURCE: Common Core of Data 2008-2009

Table 2: Percentage of English Language Learners in Total Student Population

	Less than 20 percent	20 80 percent	More than 80 percent
Commonwealth of the Northern Mariana Islands			✓

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

Table 3: Compliance With the No Child Left Behind Act of 2001

Jurisdiction	Mandatory Compliance (Tier 1)	Negotiated With U.S. Department of Education (Tier 2)*	Negotiated With U.S. Department of the Interior (Tier 3)
Commonwealth of the Northern Mariana Islands		✓	

SOURCE: U.S. Department of Education, English language proficiency assessment in the Pacific Region, June 2007

*Through a consolidated grant process with the U.S. Department of Education, these jurisdictions individually negotiate the provisions of the act for which they will be held accountable.

Table 4: Common Core Standards

State	Agreed to Adopt Common Core Standards
Commonwealth of the Northern Mariana Islands	No

SOURCE: Common Core State Standards, downloaded March 2011

Table 5: Number of Teachers

State	Number of Teachers
Commonwealth of the Northern Mariana Islands	514

SOURCE: Common Core of Data SY2008-2009

U.S. Department of Education Funding By Grant. Table 6 displays reported funding for various U.S. Department of Education grants such as Special Education grants, Education Technology grants, Race to the Top grants, and Safe and Supportive School grants for the Commonwealth of the Northern Mariana Islands.

Table 6: U.S. Department of Education Funding by Grant

State	Language Acquisition State Grants ¹	State Agency Grant Migrant ¹	Special Education Grants ¹	ESEA Title I Grants to Local Educational Agencies ¹	Improving Teacher Quality Grants ¹	Education Technology Grants ¹	Rural and Low Income Schools Grant ¹	Small Rural School Achievement Grant ¹	Race to the Top Grant ²	Statewide Longitudinal Data Systems Grants ³	School Improvement Grant ¹	Safe and Supportive School Grants ⁴
Commonwealth of the Northern Mariana Islands	\$1,133,400	\$0	\$4,785,135	\$3,459,861	\$1,639,057	\$121,704	\$54,891	\$0	\$0	\$0	\$118,885	\$0

SOURCES: ¹U.S. Department of Education , FY2008 budget; ²Ed.gov Race to the Top Fund; ³U.S. Department of Education, Statewide Longitudinal Data Systems Grant Program, 2006-2009; ⁴Ed.gov Safe and Supportive School Grants

APPENDIX B

Public Comments

APPENDIX B: PUBLIC COMMENTS

State	Role	Comment
American Samoa	Teacher	Looking for programs that can help assist the teachers on helping the students develop their reading fluency and comprehension and hopefully the writing. Especially in the high school level. Most of it is focused on IEP students.
American Samoa	State Education Agency	We're 95% plus ELL. Need tech assist in addressing how to help teachers with our large ELL population.
American Samoa	Teacher	Good Day! ... I am the [year deleted] American Samoa Territorial Teacher of the Year and a current [position deleted]. I will be participating in today's webinar but I still wanted to take this opportunity to express my concerns for our education system as well as voice my support for PREL (Pacific Resources for Education and Learning) to receive the REL grant funds being awarded soon. As a teacher, I see the importance of PREL's work on our island. More than 93% of our students are English Language Learners and over 95% of our students qualify for free or reduced lunch services. Most of our students' parents earn wages below \$20,000 a year, thus most students do not have access to, much less own, educational technology such as a computer. With their current circumstances it is often challenging for our students to acquire the educational assistance that they need because our schools and teachers are limited in the resources that could assist with addressing the various needs of our children. Because of our location and seclusion from other educational institutions, it is often difficult for us teachers to attain educational resources. Yet, PREL provides us with many valuable resources in terms of literature, action research projects, seminars, etc... In fact, in collaboration with our DOE, PREL has made strides in helping improve the quality of teaching and educational services available to our students. To name a few, PREL has conducted several professional development seminars for our teachers and administrators and they've formulated focus groups that have been working to revise the current standards to have them align with the Common Core Standards being introduced and used in many mainland schools. In all, PREL has provided our schools with countless services that allow us to educate our children and help them become English proficient as well as acquire the skills they need to be competitive with their counterparts in the mainland, while also allowing them to maintain their identity as Pacific

State	Role	Comment
Comment continued from previous page		Islanders. Again, I will be present in today's webinar and I hope to continue sharing my views and concerns as well as explain why I truly believe PREL should be awarded the REL grant. Thank you for your time and attention. Have a great day. Sincerely, [name and phone number deleted]
American Samoa	Local Educational Agency	If you're going to rely primarily on technology to communicate and gather feedback from the different entities, may I suggest that you start with some form of orientation on how to use the various technological ways...webcast, webinar, video-conferencing...to communicate. Sorry but the webinar is not working for me...and I don't know why!
American Samoa	Local Educational Agency	Besides what sounds like lively discussion among the Pacific RAC members, what data was provided that led to generating the list of "challenges" for the Pacific Region?
American Samoa	Local Educational Agency	Have not received any instructions on where to login for today's (Wednesday, 6/8) webinar. Please advise as to what I need to do to be able to participate.
Commonwealth of the Northern Mariana Islands	State Educational Agency	The CNMI is in need of technical assistance with the Common Core Standards and Assessment. Will the TA be available and focus particularly on student learning and effective teaching? This is of high need.
Guam	School Administrator	Solutions presented were on target in providing support to teachers and school administrators. My concern is providing assistance to families who are new to Guam and what is expected of them as their children enter public schools. Many of the families I deal with are not familiar with the requirements that are needed when registering their children, where to go for assistance (medical, health, transportation, etc.). Language barriers exist with most families who come from the Micronesia Islands, mostly from FSM, so registration forms must be written in their languages. However, not all family members are literate. Oral communication is the primary way to provide information. Suggestion: Provide a "New Comers Orientation" to families who are new to Guam or other western style educational systems. Families are required to attend the orientation and be informed of their responsibilities in entering their children in public schools. A standard informational booklet should be provided to families as they consider moving to Guam. This can be available at Consulate's Office, schools, travel agencies, etc. A video presentation should also be available to guide them on their parent responsibility and what the law requires of them.

State	Role	Comment
Guam	Librarian	Libraries in schools serve as a hub for information whether in archival or retrieval of information necessary to support curriculum, adopted programs, or for the pleasure of knowledge gain satisfying curiosity. Libraries help connect the classroom to the wealth of information available in today's world through technology and the acquisition of information or material not readily available in the classrooms.
Guam	Teacher	Issues I see on Guam pertaining to education is the lack of updated materials for the teachers to use with their students (text, multi-media, interactive boards, computers for computer classes, and internet access). Technology is what our students will be required to work in, socialize with, communicate, present, participate, or promote with and our students face these challenges. This means they are not prepared for what the economy will have waiting. We have low income families, but this does not need to be their road block. In my time we had parents who could not read. This did not mean that we as students were not going to learn. I feel the same way of preparing our children today for what they will be doing after high school. When I have projects or reports to give my students and I get the day old excuse about no computer or internet at home or that they do not know how to use the computers, I send my students to our local Parent Information Resource Center (PIRC), their village mayors, or a library. If we had computers in the classroom or computer classes we can train them, prepare them for their future. Another issue is parent involvement. It seems that once the child is part of high school, the parent participation really drops. We need ideas on how to bring them in. These are just a few.
Hawai'i	School Administrator	Aloha, The Hawaii DOE/BOE has done a marvelous job in establishing the SIX GENERAL LEARNER OUTCOMES that ALL public school students must become proficient in. They are: 1. Self-Directed Learner 2. Community Contributor 3. Complex Thinker 4. Quality Producer 5. Effective Communicator 6. Effective and Ethical User of Technology. I strongly feel that an even GREATER emphasis must be placed on students at every grade level in mastering these GLO's. With so much focus on Standards, Strands, Benchmark Assessments, and making AYP, often times the GLO's take second priority. These GLO's must

State	Role	Comment
Comment continued from previous page		become the priority which will result in stronger academic growth. The data will show that the most well-rounded students in the Hawaii DOE system are students who demonstrate proficiency and mastery of all six GLO's.
Hawai'i	State Education Agency	I am VERY surprised the Hawaii State Department of Education was not listed as a stakeholder or entity which would be on the e-mail list.
Hawai'i	Teacher/Parent	Aloha, as the [year deleted] Hawaii State Teacher of the Year, I support the work of the US DOE to request information for their various programs. I received a personal email informing me of your webinar. What happened to the DOE and information through formal channels? As a teacher, [position deleted] for a [name deleted] grant and a parent, I am troubled that once again, we (rural teachers) have lost the opportunity to provide input into the needs of our region. Unfortunately for me, I was not able to participate in the webinar because I received the email right after it had happened. I am hoping that you realize that the 13,000 teachers here in Hawaii, especially those on the outer islands, are not being asked about our needs in a timely manner. How will that be solved in the future?
Guam	Other	In response to the question about what are the greatest educational challenges on Guam, I will answer in my capacity as a school social worker. Parents need more parenting skills - and we need to devise a way to increase parent participation in the parenting skills workshops that we do have. Secondly, we need to have a reliable means of transportation that will help parents come to school and attend meetings - on Guam, many parents do not attend meetings because of lack of transportation. Next, I believe that the "Direct Instruction" (DI) immersion type model of teaching used in many Public elementary schools needs to be revised or changed because this model winds up grouping all of the lower level students together in the same classroom - which easily becomes an unruly disruptive class as these students more than likely are the students with behavior problems as well. Finally, the attendance law on Guam mandates that all children 6-16 years of age must attend school. I think it needs to extend to 17 and 18 year olds as well. Some high schools prefer "dropping" a child who is 16 years of age because of their behavior issues and because they can - instead of trying to assist the student in becoming successful.

State	Role	Comment
Guam	Parent	<p>Our beautiful island is always in need of resources. Resources in all areas to include specialized professionals in the field of Autism, Speech Therapist, Occupational Therapist and Physical Therapist to name a few. Families on our island are even more limited with our remote access to the many resources available in the states. Guam was fortunate and blessed to have a Parent Information Resource Center (PIRC) to provide some of our low income families with access to internet, copier services, tutoring and other early childhood trainings. PIRC has been very beneficial for families to access resources and information that may be occurring in the different community and outreach events. We hope that we will be able to receiving funding in the future to have the Center up and running again.</p>
Guam	Other	<p>In my opinion, here is a list of EDUCATIONAL NEEDS critical for Guam: 1. CULTURALLY RELEVANT PARENTING INFORMATION: The community needs to seriously educated on the relationship between parenting and child outcome in academic achievement/competence. The link between parenting and academic competence has been confirmed in many countries. We know that adolescents's achieve well with AUTHORITATIVE parenting versus the opposite outcomes with AUTHORITARIAN parenting. This fine distinction and its overwhelming consequences can make big differences for Guam families. Many believe that the authoriatarian parenting which has been the what has been passed down from family to family is perceived as the "correct" way to parent, and it has had dire consequences and outcomes. 2. INNOVATIVE APPROACHES TO PARENT-SCHOOL PARTNERSHIPS: Many families on Guam require that both parents work to make a descent living. Many families only have the weekends to pack in so many, many activities, duties, responsibilities, obligations, etc. Advances in technology offer many options to keep the parent-school parternship active, because old formats have clearly not been effective here on Guam. 3. COMMITTED, DEDICATED EDUCATIONAL LEADERS: Currently Guam is seeking a Superintendent for the Guam public schools and a Dean for the School of Education at the University of Guam. These positions have been filled and vacated so often, it has become a joke in some circles as to who the next person will be to fill either position. What does this tell you about the educational leaders on Guam? 4.</p>

State	Role	Comment
		<p>IMPROVED SCHOOLS: Currently one of Guam's high schools had to be shut down by Public Health because of safety hazards. Why was the school allowed to deteriorate? Where were the administrators, faculty, and community as the school started to show signs of disrepair? 5. BUDGET MANAGEMENT COMPETENCY: For decades, education has cried that it just doesn't have enough money, yet the Guam budget for education is the largest of all agencies. Education will never have enough money, this trend will not change, what will make the difference is the leadership who knows how to effectively manage a budget and keep it balanced, as well as protected so that "pay less paydays" are unheard of and children gets book and supplies on time. 6. DEVELOPING A SENSE OF "STICK-WITH-IT-NESS": Educational plans have come and gone. Hours and hours of time, thousands upon thousands of dollars on these "grand plans" to reform education here on Guam. "The Blueprint for Excellence" the "GOALS 2000" of the past decades are a few examples, yet nothing has changed....because the plan keeps changing and there is little consistency and continuity due to the continually changing political leadership at the key educational institutions on Guam. What has been seriously lacking in these plans have been the "MEASURABLE OUTCOMES" which need to defined. How will we know that the plan is achieving what it set out to achieve? We need a strong plan, a long-term commitment, reasonable budget and forecasts, and sticking to the plan that has clearly defined measurable outcomes of success.</p>
Guam	Parent	<p>Simple Answer: more instructional hours on R + W + A, reading, writing, arithmetic. That means longer school days and longer school year. Take that to [name deleted] and see who is interested in education. It doesn't mean field trips. It doesn't mean computers. In my opinion it doesn't mean Direct Instruction, despite their self evaluation that they're doing great and need more federal funds. It doesn't mean greater credentials for educators or seminars or conferences. It sure as hell isn't pomp & ceremony for bureaucrats. Locals abandon schools with DI by using connections to have their kids in schools without it. Moneyed people on this island put their kids in private schools. Even Gov Guam DOE administrators have kids in private schools. That's</p>

State	Role	Comment
Comment continued from previous page		confidence in your product and organization. It's blamed on the FSM and Palau immigrants, but from what I see at the Student of the Months at PTO - they make good efforts and the parents show up.
Guam	School Administrator	<p>Hello, I manage a private for profit child care center. We have many needs that parents can not afford out of pocket. While the CCDF has been instrumental in giving assistance to needy families, recently, it has become a nightmare. Families who have additional infants are no longer eligible since may this year. this predicaments has placed many parents to either go part time with their jobs, as now they are faced of taking care of a second child. whereas before, many parents have a number of children, those children are still eligible, the newborns are not. Some parents are in fact opting to pull the child or children already in day care, or they are moving their children to lower standard child care centers or have them watch by family or friends who are ill prepared to pay full attention let alone educate these children. We subscribe to the idea that preschool is very important based on research on babies' brain development with the proper stimulation. Babies and young children get this stimulation from good child care centers who espouse the idea of best practices in early childhood. They work on the developmental areas of these children to prepare them for the future. We should not pay lip service alone, the government needs to help and prioritize the young. So that they can stand a better future. Studies after studies show that children who attended preschool do better in schools, get better jobs and better pay, commit less crimes and manage their families better. That's the best we can hope for. Now, on education in general on the island of guam, schools are tearing at the same. a middle school was shut down by the department of health for lack of maintenance. lack of maintenance happened due to one sordid reason: no funds to take care of maintenance. the school remains close as of today. there are many other schools like that. also the classrooms are packed. we have many neighbors that continue to migrate to guam. there are many problems resulting from that influx: language barriers, cultural barriers, discipline problems, sore lack of parent's participation in their children's learning, constant mobility of these parents, therefore there's no permanent address/dwelling place. this issue poses a major problem for school officials. sanitation of the schools, unreparable</p>

State	Role	Comment
Comment continued from previous page		<p>school structures, no air con, leaking roofs, lack of classroom and toilet supplies are only a few. please look very closely into guam's situation, the children deserve better busing system, classrooms that will help them learn, adequate staffing with qualified and certified teachers. all these require funding. guam almost had a pay less pay day last week. we have problems that are not necessarily unique to this island. the bottom line is \$\$\$\$. thanks for listening. [name and position deleted]</p>
Guam	Parent	<p>Hafa Adai! I see alot of positive improvements in the educational system on Guam. Some examples would be new school facilities & intergrating technology in the classrooms and during school presentations. Here are suggestions that I think may help students & their families succeed. 1) Afterschool programs for students who are academically struggling in school 2) Afterschool Workshop Trainings for the adults: Computer Training, Life Skills 3) To provide transportation assistance to the families for them to attend (Examples: Families from the Gil Baza, Zero Down & Gil Breeze areas whom are economically disadvantged.) 4) Improving schools & the maintenance of the school 5) Updating school technology & maintenance of that technology. 6) Funding for translators in the schools.(To improve communication between parents & school) 6) Provide Satellite Offices in FSM where residents can seek information on; The Western Educational Sytem, Laws, Needed documents,etc.If they are contemplating on relocating to the United States or its territories. Thank you.</p>
Guam	Other	<p>As a long time educator, mom of two great sons - one autistic adolescent, and [position deleted], I believe the teacher preparation programs and the school leadership programs need to become current. Teachers and school leaders need to KNOW how to work with ALL students and FAMILIES. Teacher and school eladers need to KNOW technology and how to utilize systems to make communication more effective and efficient, as well as how to teach technology to ALL students and use technology in all instruction. I think teacher prep and school leadership programs need to deliver strategies on how to PARTNER with the community so that the delivery of school to work programs can succeed. There is a need to understand, respect, and accept all diversities, multiple intelligences, and learning styles. I also think all teachers and school leaders</p>

State	Role	Comment
	Comment continued from previous page	need to KNOW how to teach and practice healthy habits and physical fitness - fromn the beginning. The arts - as our people are natural in the arts - should be taught at the beginning - it is a strength area that will deliver other strengths. Thank you.
Guam	Parent	The school system does not have the funds to provide the facilities and staff necessary for special education and children and youth with special problems. There is a school facility for those children and youth that require the most supervised settings through the Department of Mental Health and its [contractor name deleted] called [school name deleted]. The Department of Education provides the teaching staff for that facility. The majority of the kids with special needs are not properly addressed, nor are one-on-one aides available for those kids that need it. Some of the kids that are now in the [name deleted] facility could be handled more effectively at their regular schools if the staff and facilities were available. The family organizations for kids with varied types of disabilities try their best to provide training, but more funds are needed to allow staff to be able to attend. While the very limited [name deleted] designed for a maximum of 12 and very maximum of 16 students does help some. Kids with a variety of disabilities are not provided any of the special services that they need. In general, while many of the staff in the special education section are motivated and want to provide the services needed, there are no funds to see it happen. Likewise, family organizations, that can provide motivated people to help, need some extra funding to help get the job done. [name & position deleted]
Guam	Local Education Agency	more collaboration with agencies and programs toward a providing services for children and their families.
Guam	Teacher	As a teacher I feel i kow that we lack support from our leaders, education system and community. Many faults come about when it comes to assesment of what students know. And at the end teachers are pointed at to whom is at fault... And i think it is unfair.. We have many challenges here in Guam .. * Teachers do not have enough tools and materials to properly teach! If you want teachers to do their best tools, media, and materials should be available to all teachers..Provide what is needed!!! * Their should be continous training for teachers.. not all teachers are veterans

State	Role	Comment
		<p>and we tend to forget the NEW teachers..as well training old teachers to new teaching techniques and researches..lets train more! * Parents and community should also be held responsible for student learning.. We teachers can do the best we can but if they are not practiced at home and the community does not understand why it is important to continue learning at home then we will not succeed.. Lets teach the community the importance of teaching! *Give incentives for schools and teachers who show progress ... This is a few challenges and suggestions..</p>
Guam	Other	<p>Parental involvement continues to be a challenge in the school system. The school system does not have a unified parental involvement policy in place to address this issue. Another area that requires some attention is prevention education in the schools. The school system relies heavily on community based organizations to provide prevention education to their students without compensation. In these challenging times when non-profits are faced with limited funding and resources, there is a need to develop a formalized partnership with non-profits so the school system can contract them to provide the much needed prevention education.</p>
Guam	Parent	<ol style="list-style-type: none"> 1. We are in need of staff and faculty training on children with special needs. How to identify them. How to modify work for children in inclusion. Children are going through the whole school year and not receiving content instruction. 2. We are in need of a checks and balances accountability system for the IEP process for teachers, faculty and involved staff. 3. We are in need of service providers for speech, occupational therapists and physical therapists.
Guam	School Administrator	<p>With limited funding for capital improvement, the schools need to upgrade its facilities, modernizing the buildings to be able to use the technology that is available. Maintenance is also a challenge due to limited resources. Access to trainers for professional development is limited for faculty and staff.</p>
Hawai'i	Teacher	<p>We need to educate our students about sustainability and the importance of growing, cooking, and eating our own food. We live on an island surrounded by water. If the ships were to stop delivering we would run out of food and supplies in 3 days. The science students learn should be applied into what they eat and being healthy. Students are obese and don't value a nutritious and healthy meal. They are used to the fast</p>

State	Role	Comment
		<p>and fried food. Teaching our students to grow their own produce and protein via aquaponics teaches these qualities and enables our students to understand how to care for our natural resources. Many students are disenchanted with school because it isn't applicable now. With aquaponics, hydroponics, vermacasting, and composting students can apply this knowledge now and with great benefits to their health and future. The science they learn will enable them to appreciate and care for the land and our environment. The food they grow will teach them where food comes from and appreciate how science works.</p>
Guam	Parent	<p>One of the on going challenges the Guam Educational System continues to battle is the lack of funding to adequately maintain facilities, programs and personnel that are currently in place. There needs to be a long-term plan in place to address the concerns above. There is also no known, Parent Engagement course of study offered at the University of Guam that prepares students majoring in education. The lack of training in that area often leaves new and current teachers at a loss in building positive relationships with parents. As a result of an absence in training we end up with teachers and administrators in schools who do not value the parent teacher relationship often creating a tense school environment and a lack of communication between the home and the school! School administrators need to include parents, students, teachers and staff in decisions that directly affect them. Site-based management allows all stakeholders to be part of the decision making process in a school. When carried out effectively, school administrators of a site-based managed school have the support of their school community. This is currently in the DAP but is not being done!</p> <p>Currently, the University only requires one semester of student teaching. I would like to see that changed so that teacher candidates go through a full year of student teaching. This allows a freshman teacher with the tools needed to begin and end the school year. There needs to be more support given to students identified with a disability, yet are not eligible for services. If parents are not knowledgeable of their rights, the child ultimately pays the price. The school does not adequately educate parents of their rights. You are handed a book of parental rights at the meeting and sign a form saying you received a copy! All that does is lets DOE off the hook, because they have provided the parent with a</p>

State	Role	Comment
	<p>Comment continued from previous page</p>	<p>copy of his/her rights. We need better parent rights training. Continuous teacher training in the area of identifying possible behaviors that may be a sign of a child needing a referral for special services. The sooner children are identified the sooner we are able to lessen the learning gap. Are professional development plans screened by the department? Is there a criteria followed in developing staff training at the school site? Staff development needs to reflect areas that the school needs assistance and support with. There also needs to be some sort of follow up and evaluation of whether the training assisted the teachers and school staff in meeting its school goals. Is there a way to measure the effectiveness of the training provided school staff and its impact in improving student achievement?</p>