

Early Learning Board (ELB)

Thursday, February 14, 2019

1:30 am – 4:00 pm

The public may attend the meeting in any of the locations specified below:

**Main Site: CEED Center, KCAA
2707 South King Street, Honolulu, HI 96826**

Board Members in Attendance: Dana Balansag (for Director Bhanot), Kaina Bonacorsi, Ben Naki, Mike Fahey, Keiko Nitta (for Director Anderson), Cherilyn Shiinoki, Stephen Schatz (for President Lassner), Wai’ale’ale Sarsona (for Jack Wong), Phyllis Unebasami (for Dr. Kishimoto), Edel Baguio-Larena, Bob Peters, Namaka Rawlins, Mari Uehara

Absent: Jin Chang

Executive Office on Early Learning staff in attendance: Lauren Moriguchi, Wimmie Wong Lui, Jeff Larson, Chris Jackson

Public in Attendance: Catherine Payne, Michelle Payne-Arakaki, Esther Kanehailua, Camille Masutomi, Lanelle Hibbs, Linell Dilwith, Lindsay Chambers, Nancy Jadallah, Richard Paul, Kathy Murphy, Deborah Zysman, Stephen Teves, Terry Lock, Robyn Chun, Mary Ann Nemoto, Jordana Ferreira, Kerrie Urosevich, Charis Sole

Agenda Item	Discussion	Action
MINUTES:		
Welcome/Introductions— Bob Peters	Bob welcomed the group at 1:40 p.m. and asked for a volunteer to read the ELB mission statement. Cherilyn volunteered to do this. Bob then announced that Ann Tom, Family Child Care Provider representative, had emailed him a letter of resignation. Bob has asked Ann to attend a meeting in the future so that ELB members can acknowledge her participation on the board and for her reminders to	

	the ELB to continue to look beyond the Pre-K work.	
Review and Approve 1/10/19 minutes —Bob Peters	The January meeting minutes were reviewed. Jeff offered a correction on page 2 to change the average number of applications per classroom from 22 to 24. The minutes were approved with that correction.	
Public Comment – Bob Peters	<p>Rick Paul (recently retired principal from Hana) shared his thoughts about the EOEL Pre-K program, and specifically acknowledged the quality training and supports his school team received from EOEL staff. A copy of his message was made available to the group.</p> <p>Nancy Jadallah (recently retired principal from Hookena) shared her thoughts about, and appreciation for, the support from EOEL to her school team. A copy of her message was made available to the group.</p> <p>Lanelle Hibbs (Windward CAS) referred to the letter from DOE, signed by the CASs, that was sent to Chair Peters. She shared her concern about HB 961 because she feels that DOE is able to provide the expertise and support needed to administer a public pre-K program. She expressed her desire for DOE and EOEL to be partners in this work.</p> <p>Esther Kanehailua (East Hawaii Assistant CAS) shared that EOEL’s work is complimentary to the work done within the DOE and that we are all (working toward a vision) of high school graduation. She does not want the expertise of principals to be dismissed, and seeks a partnership between EOEL and DOE to learn from each other and to align our work for a pre-K to 12 construct.</p> <p>Terry Lock (UH Manoa College of Education) shared the genesis of the EOEL and the importance of systems-building. She provided to the group a CELLO handout: “Defining Highly Effective Offices of Early Learning in State Education Agencies and Early Learning Agencies” that spells out a viable system that is coordinated and integrated.</p> <p>Michelle Kim Arakaki (Pahoa Principal) shared that she agreed with comments from former principals Rick and Nancy about the need for</p>	

	<p>the high quality professional development that EOEL provides, and that she values the supports that EOEL has provided her school team over the years. Her concern was about the language in HB 961 which seems to send the message that DOE is not able to provide adequately for all learners, and that there is a need for more collaborative discussions about this bill.</p> <p>Linell Dilwith (Kaimuki/McKinley/Roosevelt CAS) shared that she was appreciative of the partnership with EOEL and the high quality professional development and supports provided. Her concern was that the term “oversight” in the bill takes away the existing governance structure within the DOE. She felt both the EOEL and the DOE share the same goals around equity and access and asked how the two entities could better coordinate their work together.</p>	
<p>Director’s Report/Questions --- Lauren Moriguchi</p>	<p>Lauren referred to the EOEL Update handout provided. She reported that she is working on getting federal funds from the Preschool Development Grant, Birth to Five grant award transferred from DHS over to the EOEL. The first meeting of the newly-formed PDG B-5 State Advisory Council will be held on February 19th to orient members as to the work that needs to be done. With regards to the 2019 Legislative Session, Lauren said this would be reviewed in the “Legislative Session” portion of the agenda. She then mentioned that the EOEL Pre-K applications can be accessed from the EOEL website and that applications will be accepted for review beginning on March 1. Finally, EOEL staff position updates were shared with the group.</p>	
<p>Action Strategy Update —Kerrie Urosevich & Jordana Ferreira</p>	<p>Kerrie distributed a packet of Early Childhood Action Strategy (ECAS) information and reviewed the ECAS Updates handout (please refer to packet). Kerrie described Action Strategy (AS) as a catalyst to provide the space for design, piloting of projects and sustainability across 6 teams.</p>	

	<p>Jordana reviewed the 2019 AS Policy Priorities handout. These priorities were determined by the AS teams and are listed in the order of priority. The AS Policy team meets regularly to track legislation and progress on policies.</p> <p>Kerrie invited ELB members to the AS All Teams Network Meeting on March 19th at the Koolau Ballrooms. Mary Beth Bruder from the Early Childhood Personnel Center at the University of Connecticut will be the keynote to discuss how to craft professional development for adult learners.</p>	
<p>Legislative Session – Bob Peters/Wimmie Wong Lui</p>	<p>Bob reported that the budget process at the Legislature is different this year, requiring more bills to be heard, and thus, more visits to the Legislature. He has reported on behalf of the ELB on the EOEL biennium budget and base funding, the CIP budget request (for retrofitting of 22 classrooms), the Charter School funding ask to sustain its 18 Pre-K classrooms, and the expulsion/suspension bill. At the time of the first hearing for HB 921, ELB had not yet reviewed the bill so Bob had provided testimony that ELB would be discussing the bill at its February 14th meeting.</p> <p>Bob set some parameters for the discussion around HB 921 – he asked that Lauren share her thoughts first, then the DOE, and then ELB members. He stated that the goal of today’s discussion was to listen to understand, and to remember the mission of EOEL to help ELB make its decisions. He asked that the conversation be carried on in the spirit of inquiry – to seek to understand each other’s positions and that we have a shared goal/outcome that should be kept in mind – to seek universal access to quality pre-K for all of our children.</p> <p>Lauren’s comments:</p> <ul style="list-style-type: none"> • The intent of EOEL is absolutely not to take over the authority of the principals. EOEL’s partnership with principals is integral 	

	<p>to implementing a high quality pre-K program.</p> <ul style="list-style-type: none"> • Understand the bill seeks to provide clarification of the roles of the EOEL and the DOE as the previous bill was not as clear as it was intended to be. • Public pre-K is only one part of the early learning system, and expansion requires partnering with others within the system. • In administering and considering how to expand the program, EOEL has had to address several challenges -- how to strengthen supports for teachers and principals; consideration for a P-3 alignment structure as Pre-K is only for one year; how to strengthen and increase the workforce – in order to do the program well and right. <p>Catherine’s comments:</p> <ul style="list-style-type: none"> • Value the partnership and opportunity to learn from EOEL and its team. • Concern with HB 921 is that the language removes DOE from oversight of pre-K other than for sped and Title 1 pre-k programs. Regardless of the type of preschool, all are part of the same “family” of programs offered by DOE. • All teachers should be included in professional development activities – there should not be a segregated system but an integrated entity. • The Constitution gives DOE oversight responsibility over public education that is not within the University system. • The term “administer” suggests onsite oversight of programs which is the responsibility of the school administrators. • EOEL’s strength is in professional development, mentoring and 	
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	<p>adhering to quality standards.</p> <p>Phyllis' comments:</p> <ul style="list-style-type: none"> • The mission of the BOE and DOE is equity and access, especially in rural areas, and for most families, this is about affordability. We want every child to have an opportunity to access quality education. • Don't see this issue as a conflict needing resolution because see EOEL's role in a specific way -- for setting and implementing quality standards and advocating for early childhood education statewide. • See the principals, CASs and Superintendent as a powerful team in how early learning can be set up in the public schools – together, they provide the meals, budget, personnel, curriculum and resources children need. • Sees HB 921 as impacting the current governance structure and not recognizing the hard work being done at the complex area and school level. • Interested in partnership with EOEL but not a change in governance structure which is how many see the language in this bill. Have offered language change to Lauren. (At this point, copies of the proposed language change were distributed to Lauren and ELB members). • DOE is not a model of perfection, but is a model of commitment. Closing the achievement gap is seen as a principle piece of DOE's work. <p>Camille's comments:</p> <ul style="list-style-type: none"> • The bill would impede DOE's ability to include special 	
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	<p>education inclusion classrooms.</p> <ul style="list-style-type: none"> • Wants to use language from the Hawaii Teacher Standards Board statute, which clearly states its duties; it does not have authority over teachers, but does in regards to teacher licensure. <p>Q & A and comments from ELB members:</p> <ul style="list-style-type: none"> • <i>What are the challenges to governance that this bill is perceived to be implying?</i> Response from DOE: CASs want to open up more preschools – number being projected doesn’t meet the need. Principals are upset about information shared at a meeting which was held at McKinley School for Adults where they were informed that they would have to go through an application process and to be “selected” (see this as an “outside agency” making decisions about their schools). Maybe we should not be using the term “application,” but “readiness to open” a pre-K classroom (e.g., facilities available and appropriate for pre-K). Clarification from EOEL: Lauren explained to principals that the ability to open a classroom is dependent on legislative funding. She also explained that EOEL has criteria for opening up a classroom. That criteria considers impact on other early learning programs. The information conveyed to principals was not that they cannot open early learning programs. Lauren explained that she offered to talk to principals about the other early learning options available to them, but the information provided (e.g., regarding application and criteria) was specific to the EOEL Public Pre-K Program. • <i>Are there any Title 1 pre-K classrooms and EOEL classrooms on the same campus?</i> Response: Use of Title 1 funds requires a 	
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	<p>60% fringe for personnel; principals look for where they can keep their purchasing power high. Title 1 funds are currently used for PD and contract services, supplies, etc. How much Title 1 funding a school receives depends on how many Title 1 students it has.</p> <ul style="list-style-type: none"> • <i>How many SPED Pre-K classrooms are there?</i> Response: A lot, would have to check. Most elementary schools have a SPED Pre-K classroom. • ELB (and the ELAB before that) has always been about collaboration and has recognized that one department does not have authority over another department. • ELB has tasked the EOEL to create an infrastructure and to create a sustainable pre-K program that we all think will be eventually transitioned to the DOE. • When we had Junior Kindergarten administered within the DOE, there were successes and challenges. We are trying to look at an early learning system that offers good experiences for all children. • I attended an (Early Learning Academy) training and heard from the teachers there. This program seems to be going well. There have not been any issues before. Why is this issue coming up now? • I don't believe Lauren wants to do the kind of oversight that principals do. I don't know that a statutory solution is going to solve this issue (of governance). You can write a statute that you think is going to clear this up but collaboration on the ground is what is important. • If collaboration is not viewed by the Legislature as a positive function, we have some worries about whether we are going to 	
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	<p>be able to move forward.</p> <ul style="list-style-type: none"> • I've seen how the EOEL pre-K program was when it was first started, and am pleasantly surprised with where they are now. I saw professional development really come through. • I wonder about the legality of this bill, and the governance issue. Do we have the opportunity to go into executive session with our counsel? • When we talk about a 4-year-old program, it's not just about education. It's about health....dealing with families, cultures, everything. • The proposed language being offered by the DOE is too limiting – PD, technical assistance and teacher quality. We are talking about the need for partnerships to address the needs of the whole child to make sure that child is successful. <p>Bob closed the discussion and recommended that ELB defer taking a position on the bill at this point, given all that was heard today. He expressed the need for there to be a discussion between EOEL and DOE to see how the language in the bill can be bridged to get to a more comfortable place around a partnership that everyone is arguing for. It was moved and seconded to have DOE and EOEL meet within 1-2 weeks and to then reconvene a special ELB meeting to then take action on HB 921. Motion was approved.</p>	<p>Bob to work with Lauren to convene a meeting between EOEL and DOE within the next week or 2.</p> <p>Bob to schedule a special ELB meeting prior to the regularly scheduled March meeting.</p>
Committee Work – Bob Peters	Not addressed	
Executive Session	An Executive Session was called at 3:50 p.m. and was adjourned at 4:25 p.m.	
Member Updates —Bob Peters	Ben distributed a handout (National Head Start Association 2019 Hawaii Head Start Profile) for members' information about data regarding Hawaii Head Start.	

	Robyn Chun reported that she has been receiving many calls from individuals interested in taking coursework in early childhood regarding Higher Education Early Childhood pathways.	
Review Agenda Outcomes —Bob Peters	<ul style="list-style-type: none"> • Action Strategy All Teams meeting on 3/19 • Defer action on HB 921 for further discussion in one week’s time between HIDOE and EOEL; will appeal to the Attorney General to schedule an emergency meeting before the regularly schedule ELB meeting on March 14. 	
Announcements	Early Childhood Day at the Capitol on March 6 th . Flyers were distributed.	
Closing —Mike Fahey	<p>“No one is useless in this world who lightens the burdens of another” (Charles Dickens)</p> <p>“Life is one grand, sweet song so start the music.” (Ronald Regan)</p>	

Submitted by Chris Jackson