

Early Learning Board (ELB)

Thursday, March 14, 2019

1:30 am – 4:00 pm

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

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

Meeting Chair will preside at the CEED Center, KCAA location.

Advisory Board Members in Attendance: Dana Balansag (for Director Bhanot), Mike Fahey, Matthew Shim (for Director Anderson), Cheryl Shiiinoki, Stephen Schatz (for President Lassner), Wai’ale’ale Sarsona (for Jack Wong), Christina Kishimoto, Edeluisa Baguio-Larena, Bob Peters, Namaka Rawlins, Mari Uehara

Absent: Kaina Bonacorsi, Ben Naki

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

Public in Attendance: Charlene Robles, Kerrie Urosevich, Christina Cox, Jordana Ferreira, Kim Guieb-Kang, Camille Masutomi, Ann Mahi, Liz Chun, Keiko Nitta, Carrie Shoda-Sutherland, Ka’anoi Walk, MaryAnn Nemoto, Bob Davis, Linell Dilwith, Robyn Chun, Terry Lock, Laura Nevitt, Deborah Zysman, Kathy Murphy, Ted Burke, Cindy Ballard, Lisa Hiraoka, Suevon Lee

Agenda Item	Discussion	Action
MINUTES:		
Welcome/Introductions— Bob Peters	Bob welcomed the group at 1:45 p.m. and asked Wai’ale’ale to read the ELB mission statement. He then made two announcements: (1) Lauren has had a family medical emergency for the past 2 weeks; she has limited access to internet services, so may not be able to respond to emails quickly. (2) Jin Chang has changed career paths recently. Bob is working to fill the	

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<http://earlylearning.hawaii.gov/early-learning-board/>

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	<p>FCIL position on the ELB. There are currently 9 voting members on the ELB, and quorum is now 5 members with the vacant positions (FCCH, FCIL, CB and Philanthropy).</p>	
<p>Early Learning Initiative – Governor Ige</p>	<p>Bob thanked the Governor for taking time to chat with the ELB today about his thoughts regarding pre-K. Governor Ige shared the following thoughts with the group:</p> <ul style="list-style-type: none"> • Thanked ELB for their service to the children of Hawaii and to the community at large. • The earlier we can make investments in our children, the better the payoff will be in the future. • Currently in the process of transforming the Departments of Human Services and Health through the Ohana Nui initiative. How can government provide better support to families in a comprehensive and coordinated way? Working to build leadership in both agencies, break down siloes, and consolidate resources in these departments. • The Early Childhood State Plan is a commitment to a partnership – we will only be successful if we can each do our part for our children. • Felt it important in the State of the State to emphasize our commitment to our children. Too many children don't have access to quality early learning opportunities. We need to invest in young children to ensure every child has a healthy start and quality early learning opportunities. • It has come to the Governor's attention that sectors of the community may feel that he does not support the private pre-K sector – Governor reiterated that the EC State Plan, which he signed off on, involves partnership building to ensure all children have access to quality early learning experiences, and that this long-term vision can only happen if we all work together. 	

	<p>Comments/Questions from ELB</p> <ul style="list-style-type: none"> Namaka: <i>Happy to hear support from the Administration that private preschools are meeting community needs. Aha Punana Leo is targeting 3's and 4's to have critical experiences in development and language acquisition.</i> Wai'ale'ale; <i>How can the ELB best be a part of the Governor's vision?</i> <u>Response:</u> This is a complex system we are trying to build. We are not reaching enough children. Does legislation help us get organized? Does it help us make progress in a way that makes sense? The road map is still unclear, but we will be better able to define our roles as we move down the path- to identify priority areas and who best to respond to that. All of us are looking at the next 2-4 years for our organizations and how we can contribute to the broader vision, and how we can help in other areas. We need to align our long-term vision and contribute to move it forward. Dr. Kishimoto: <i>Do you have a vision to share regarding DOE's relationship to public Pre-K? We want to provide lots of options, but the reality is we only have 26 pre-K classrooms and many more children needing access.</i> <u>Response:</u> What will the policy of the DOE be going forward? The budget submitted to the Legislature is considered "low hanging fruit" in terms of what the public schools can offer as available space in priority communities where there is a lack of opportunity for children. The State's commitment is to all children. Next round of funding will need to be different. This time it was for funding to retrofit classrooms. A system that is an integrated pre-K to 12 is most optimum so we can ensure appropriate hand-offs as the child ages through the system. A public pre-k system that encompasses all schools means going from 26 classrooms to potentially 330 classrooms. Won't 	
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	<p>pretend that this is going to happen overnight. It's a policy vision for long term.</p> <ul style="list-style-type: none"> • Bob: <i>How do you envision the private community (philanthropic, business) interfacing with early learning and the EC State Plan?</i> <u>Response:</u> Details have not yet been worked out. We should be reaching out – ask what they see their role is and coalesce around that. Try to identify opportunities for them to be supportive. • Dr. Kishimoto: <i>We need to provide the greatest access to the neediest students. Look at it from an empowerment and civil rights perspective. Don't want to create isolated pre-K programs, but a system where all of students are supported.</i> <u>Response:</u> Strengths of the public schools is that they are reflections of their communities. This is a powerful learning opportunity that we cannot lose track of. • Cherilyn: <i>What is the long-term vision for children under age 4? How are we going to take care of them in the earliest years when their brains are developing?</i> <u>Response:</u> Ohana Nui is an opportunity for State government to focus on children's and families' needs outside of siloes. We need to reorganize and restructure how we deliver services. The right services at the right time in the best way for best outcomes. Challenging the Departments to think differently about what services are needed and how to provide them appropriately. • Mari: <i>Families make choices about their children – some do well, many don't. In the medical community we talk about "failure to thrive" – school failure is like failure to thrive when children are school-age. When we talk about pre-k and younger, we have to do it right. Young kids' brains develop different from older kids. Adverse events affect younger kids</i> 	
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	<p><i>more – we have to be careful about how we care for our younger kids. It's not just the container, but the content that matters.</i></p> <p><u>Response:</u> We have EOEL to thank for identifying appropriate content for early learning to ensure quality early learning opportunities are available. We would want to recognize that what happens in a pre-K program is different from what happens in a school setting. The system needs to work from wherever the child enters until the time s/he graduates.</p> <ul style="list-style-type: none"> • <i>Bob: How do we encourage others to help? Need to develop a system for our children and be able to integrate the pieces together to better address young children and improve the quality of their lives in the long run. Pre-K is only a piece of that system.</i> <p>At this point, Bob closed the Q&A session and thanked the Governor who offered to come back to another meeting if needed.</p>	
Review and Approve 2/14/19 minutes —Bob Peters	The minutes were reviewed and approved as presented. There was no discussion.	
Public Comment – Bob Peters	Ashley Miura was introduced as the new Office Assistant for EOEL. She has been on board for about a month now, and will be supporting both EOEL and ELB activities.	
Director Report/Questions --- Lauren Moriguchi	<p>Wimmie reviewed EOEL updates on Lauren's behalf by referring to the handout distributed. (see handout for details)</p> <p>Bob reinforced acknowledging HCAN for helping to coordinate the Early Childhood Day at the Capitol on March 6, along with Representative Justin Woodson's office, and thanked all the partners who helped make this event happen.</p>	
DOH Early Intervention	Matt introduced Keiko Nitta, Children with Special Health Needs	

<p>Services – Keiko Nitta and Charlene Robles</p>	<p>Branch Early Childhood Coordinator, and Charlene Robles, Early Intervention Section Supervisor. He mentioned that the ELB had previously asked for more information about EIS services so wanted to take the opportunity to make this happen. Keiko and Charlene then proceeded to provide an overview of EIS and the services it provides young children and their families as a part of the early childhood system. (Please see handouts distributed at the meeting.)</p> <p>In addition, Charlene acknowledged: (1) ELB for supporting EIS’ supplemental ask for \$2.7 M last year, which will now become part of the EIS base budget; (2) EOEL for partnering with DOH on the PDG B-5 grant (Charlene is a member of the newly formed State Advisory Council for the PDG), and for participating in the personnel development system for providers working with children with special needs; and (3) the HIDEO/SPED with whom EIS partners to provide transitions for children leaving IDEA Part C services and entering Part B services (DOE Education Officer is also a part of the personnel development system.</p> <p>Finally, Charlene explained how the \$2.7 M ask came about with which DOH can now pay a higher reimbursement rate for program and administrative staff in both their State and Purchase of Service contracted programs. The hope is that this higher rate will serve to help with both recruitment and retention efforts within the DOH system.</p>	
<p>Legislative Session – Bob Peters/Wimmie Wong Lui</p>	<p>Bob reported that there have been a number of bills presented by EOEL – budget bills, bills to support the Charter School Pre-K program, and the suspension/expulsion bill.</p> <p>With regards to HB 921 (“housekeeping bill”), ELB has not yet taken a position on this because it was first heard in the House Education Committee before ELB had had a chance to discuss it in order to take action on it. Bob had posed some questions to the AG regarding HB</p>	

<p>Executive Session</p>	<p>921 HD1 and the ELB moved into Executive Session at 2:45 to discuss the AG’s responses to questions posed.</p> <p>The Board went into Executive Session from 2:45 to 3:30 to discuss the legal implications of HB 921.</p>	
<p>Legislative Session (cont’d) – Bob Peters/Wimmie Wong Lui</p>	<p>HB 921 HD2 had not previously been discussed at an ELB meeting. Bob summarized key points in this bill:</p> <ul style="list-style-type: none"> • EOEL shall have “administrative authority” versus “oversight” of public pre-K, with the exception of Title 1 and Special Education. • Transfers any pre-K program other than Title 1 and Special Education to EOEL, with HIDOE still retaining authority over facilities, food service, etc. • Specifies that HIDOE shall not use weighted student formula (WSF) funds for pre-K programs other than for Special Education and Title 1. • Specifies that the Director of EOEL shall have final authority over documents. • Attempts to clarify responsibilities of EOEL and HIDOE. Much of the language comes out of the signed MOA between EOEL and HIDOE. • Requires annual reports be submitted to the Legislature for EOEL, Charter Schools, and HIDOE • Establishes an application process for schools interested in the EOEL program. • Incorporates quality standards for pre-K programs in general. <p>A motion was made to table the bill to allow HIDOE and EOEL to figure out the logistics. The following discussion ensued:</p> <ul style="list-style-type: none"> • EOEL testimony would be to table the bill and to offer comments as opposed to taking a position. 	

	<ul style="list-style-type: none"> • This action would kill the bill and bring the discussion back to the ELB for further consideration. • Bill has lots of details to be considered, and the Board has not had the opportunity to discuss them. It would be a missed opportunity for ELB to not have more discussion about this before details become codified into statute. Would rather see some of the details in Board policies rather than in statute. • Separation of entitlement funds, federal funds, etc. into separate buckets is problematic. How can we look holistically at kids by community to maximize all of those funds? The BOE has raised questions about “funding buckets”. • What has been our interactions with the BOE around policy since pre-k children will be going into a K-12 system? • Changes in bill language must have been based on some need – if HD1 language allows for more flexibility, maybe we should consider going back to that language? • Don’t want to be tied to restrictive language in statute. ELB should have conversation with the BOE in the near future. • ELB has the authority to be a policy-making board exclusive of the BOE. Don’t know whether these issues being discussed are policy issues as much as they are operational, administrative, or implementation differences. • The intent of the bill has remained the same despite the language changes. Tabling the bill will just prolong the process. Maybe we can “loosen” the language so that it is similar to HD1. • HB 2507 from 2018 was passed by the Legislature and signed by the Governor. It should have put the issue to rest and allowed EOEL to move forward on its implementation. HB 921 HD1/2 was Representative Woodson’s attempt to further clarify the roles and responsibilities of EOEL and HODOE because he felt there was still confusion about this – this was 	
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	<p>the genesis of this bill.</p> <ul style="list-style-type: none"> • At the last ELB meeting, principals shared about their experiences – great collaboration, appreciated EOEL and the PD that was happening. It was clear that Lauren did not want operational oversight. • The word “oversight” in HD1 was changed to “administrative authority” in HD2 – not sure what this means. If HD2 was Rep Woodson’s attempt to provide clarity, don’t know if the language gets us there. • Rep. Woodson asked EOEL for a copy of the signed MOA between EOEL and HIDOE, and HD2 now reflects some of the content of the MOA (e.g., practices, standards). ELB members requested a copy of this MOA. • If there is no “housekeeping bill,” will things be operated as they are now? • Are the practices being followed in the 26 EOEL classrooms implemented within non-EOEL pre-K classrooms? • DOE stated it asked EOEL to do PD for all its pre-K classrooms, and said EOEL responded it has a capacity issue. • Funding that EOEL receives is specific to the EOEL pre-K program, though it tries to extend its PD offerings to others to the extent possible. <p>Bob called for the question. The motion to table HD2 with the opportunity for further discussion in the future and to return decision-making regarding operationalizing the bill to EL and the EOEL was defeated. (vote was 3 for; 4 against; 0 abstentions)</p> <p>Because of this action, Bob announced that the ELB has not taken action on HD2 at this point. Due to the fact that the meeting had exceeded its allotted time, Bob adjourned the meeting at 4:10 p.m. Agenda items deferred included other legislative matters, committee</p>	
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	updates, member updates, and announcements.	
Closing —Mike Fahey	<p>“Alone we can do so little; together we can do so much.” (Helen Keller)</p> <p>“None of us, including me, ever do great things. But we can all do small things, with great love, and together we can do something wonderful.” (Mother Teresa)</p>	

Submitted by Chris Jackson`