

**Early Learning Board (ELB)**

**Thursday, January 9, 2020**

**1:30 am – 4:00 pm**

*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 Dir. Bhanot), Kaina Bonacorsi, Justina Acevedo-Cross, Kerrie Urosevich, Matt Shim (for Dir. Anderson), Cherilyn Shiinoki, Stephen Schatz (for President Lassner), Wai’ale’ale Sarsona (for Jack Wong), Camille Masutomi (for Superintendent Kishimoto), Melodie Vega, Edeluisa Baguio-Larena, Bob Peters, Namaka Rawlins, Mari Uehara

**Absent:** Ben Naki, Leilani Au

**Executive Office on Early Learning staff in attendance:** Lauren Moriguchi, Wimmie Wong Lui, Keopu Reelitz, Alohilani Maiava, Chris Jackson, Jeff Larson, Keli Houston, Ashley Miura

**Public in Attendance:** Hide Wu, Nicholas Carrou, Danny Goya, Christina Cox

<b>Agenda Item</b>	<b>Discussion</b>	<b>Action</b>
<b>MINUTES:</b>		
<b>Welcome/Introductions—</b> Bob Peters	Bob welcomed the group at 1:35 p.m. and had Justina read the mission statement. He also announced that Jim Raymond has retired from the Attorney General’s office (Education Division), so Anne Horiuchi will be taking over his duties for ELB.	
<b>Review and Approve</b> <b>12/12/19 minutes—</b> Bob Peters	Meeting minutes were approved with the following changes: On page 3, with the paragraph that begins with “Lily continued...”, change “and referred the...” to “and referred them...”. In the top box on page 8, change “it was recommended that the survey be sent out so ELB can vet is...” to “...vet it...”	
<b>Public Comment—</b> Bob	Elaine Yamashita, a retired professor from UH Maui College, had	

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

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Peters	several comments relating to “The Year Before Kindergarten” graphic and the information provided there. She suggested that it was a good starting place to show sources of funding. Her comments were distributed via printed email correspondence for information purposes only; no action needed to be taken.	
<b>Wellness and Resilience Presentation</b> ---Danny Goya (Partners in Development)	<p>Danny Goya from Partners in Development gave a presentation on a “Wellness and Resilient State” which he is proposing in a resolution that would enable Hawaii to become a Trauma-informed State. This resolution is adapted from legislation introduced in California to promote health and resilience into the state, as well as to serve as a mechanism for federal funding. The measure would urge the governor to create an ad hoc commission to identify evidence-based solutions to reduce children’s exposure to ACES, address the impacts of those experiences, and invest in preventive health care and mental health wellness interventions. Danny’s ask of the ELB was to support this resolution and advocate for greater school/community connections in order to leverage cultural practitioners in this work and increase trauma-responsive and trauma-coordinated work.in the state.</p> <p>A Q&amp;A session followed:</p> <ul style="list-style-type: none"> <li>• A comment was made that when it comes to being “trauma-informed” one should keep in mind that it may be impossible to tell whether someone is a victim of trauma, because they may not say anything or give off any signs. Therefore, everyone should be treated with the utmost care, in order to avoid accidentally re-traumatizing anyone. (Response: Being trauma-informed is only one type of response, which is why the subject as a whole is called “wellness and resilience”)</li> <li>• What are your thoughts on how the early learning system can be improved on the subject of “wellness and resilience”, and if there’s anything more those in early learning could be doing? (Response: Aside from supporting this resolution, there needs</li> </ul>	<b>Danny Goya will send out a copy of the current draft of the resolution to Bob to be distributed to Board members</b>

	<p>to be a greater connection between schools and the community. There is a wealth of cultural providers and practitioners that offer a lot, and with more networking, both sides could greatly benefit. Right now there are great initiatives like HCF’s “Promising Minds”, as well as the Department of Health’s funding of technical support provided by Dr. Sara Watamura to increase the supply of trainers in organizations who can provide information about trauma-informed strategies to implement with children in their programs who may have been traumatized. . It would be nice also for everyone here to return to their organizations and programs and ask whether trauma-informed practices are being put in place.)</p> <ul style="list-style-type: none"> <li>• If this resolution gets passed this year, is it a building block for legislative funding? What will be done with that money? (Response: A semi-autonomous authority would be created for wellness and resilience. People could get together and take a look at communities and develop strategies. In rural communities, their lack of access to trauma-informed professionals is dire. Being a trauma-informed state also opens up more funding from the federal government.)</li> <li>• Bob reiterated that it is clear that looking at this issue in a holistic manner is critical.</li> </ul>	
<p><b>Early Childhood Action Strategy Policy Priorities--</b> --Kerrie Urosevich</p>	<p>Kerrie passed around a draft of the ECAS policy priorities. She explained that while it is not a finalized draft, it is updated from December and will be finalized in the next couple of weeks. (See handout distributed for details.) Kerrie mentioned that she would include Danny’s reso in this document. The ECAS Policy Team is headed by Jordana Ferreira who will be drafting testimony templates for the proposed priorities if ELB members would like to provide testimony. Jordana, Kerrie and Doug Imig from ECAS are all registered lobbyists this year.</p>	

	<p>A Q&amp;A session followed:</p> <ul style="list-style-type: none"> <li>• Clarification was sought over whether the last EOEL bill related to suspension/expulsion of preschool students passed and was enacted into law. (Response: The bill did not pass but will be reintroduced this session.)</li> </ul>	
<p><b>Director Report</b>—Lauren Moriguchi</p>	<p>Alohi Maiava, as requested by Lauren, provided Preschool Development Grant (PDG) B-5 updates:</p> <ul style="list-style-type: none"> <li>• Facility Study Needs Assessment: MGT Consulting, the vendor contracted to analyze facilities and costs of learning environments in Hawaii, is working on the second draft of its final report, and is looking at the end of February for completion. MGT is also developing start-up and expansion cost estimates for various early learning settings.</li> <li>• Comprehensive Needs Assessment: ICF Incorporated, the contracted vendor, is continuing its analysis of information collected and is working on the second draft of its final report, which should be completed by the end of February. It is projected that the report will be submitted to the Administration for Children and Families in early March.</li> <li>• Strategic Planning: The State Advisory Council’s and ELB’s endorsement of all strategic implementation plans is greatly appreciated. Drafts of plans will be available online, as the final report is being put together with a due date for completion by April. (Please note that the official report cannot be distributed until the federal government reviews and accepts the needs assessment.) Alohi and Lily Bloom Domingo are working with identified Champions to do some final touches for this final report. Preliminary conversations as to how to outline structures and processes to support implementation of the plans over the next three years have begun.</li> </ul>	<p><b>ICF will present findings from the Comprehensive Needs Assessment at the ELB meeting in March.</b></p>

	<ul style="list-style-type: none"> <li>• Maximizing Family Knowledge: Work to review and update the Transition Toolkit and Family Guide continues. Support for “Embracing Your Journey” family workshops, and Family Hui’s work as a contractor to implement them, will continue through April.</li> <li>• Sharing Best Practices: In collaboration with DOH and Hawaii P-20, technical assistance for the cohort of trainers continues with Dr. Sara Watamura. Conversations around better supporting trauma-informed practices in early childhood programs and services in Hawaii have begun.</li> <li>• The federal government has approved the request for a no-cost extension to continue activities through June 2020.</li> <li>• Hawaii was not awarded a renewal grant due to the high competition. The work that was already started through the Hawaii Early Childhood State Plan and the current grant will continue, and other opportunities for funding will be explored.</li> </ul> <p>A Q&amp;A session followed:</p> <ul style="list-style-type: none"> <li>• When the strategic plan is submitted in April, what happens next? (Response: There will be a summit convened in June for community stakeholders to share the culmination of the work accomplished with the PDG funding, including the findings from the needs assessment and the strategic implementation plans developed.)</li> <li>• Is there any other opportunity to apply for federal funding? (Response: There has not been any further information on additional funding that might become available.)</li> <li>• Will we be able to see the assessment reports before March, or right when the federal government sees them? (Response: We plan to do a review process internally with EOEL, then we will</li> </ul>	
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	<p>go ahead with the federal submission. ICF Consulting will be presenting their findings to the board in March.)</p> <ul style="list-style-type: none"> <li>• What are the budget impacts for the PDG B-5 since we did not receive federal funding? (Response: For next steps, we will need to convene Champions to have discussions about leveraging resources and/or seeking alternative funding.)</li> <li>• Can you share any feedback about the grant proposal that was not funded? (Response: No feedback has been received yet, but when we do receive it, we will share it.)</li> <li>• Bob thanked Alohi for all of her hard work with PDG B-5 and said that everyone now has a clear idea of how to move forward with the components of the EC state plan.</li> </ul> <p>EOEL Pre-K:</p> <ul style="list-style-type: none"> <li>• There will be an informational session for schools interested in participating in the EOEL Public Prekindergarten Program. The session will include information on the application process for schools interested in opening a prekindergarten classroom in School Year 2022-2023. An online session will take place on January 14 from 2:30-4:00 PM. The in-person session will be held January 15, at the Diamond Head Complex (formerly known as OCISS). Interested parties are invited to attend these sessions.</li> <li>• In regards to the release of CIP funds for the 10 new classrooms scheduled to open fall 2020, taxable bonds are scheduled to be released in March, so EOEL will meet with OFO to make sure everyone is on the same page. In the meantime, work on the classrooms will proceed. However, it is possible that due to the delay in release of funds, some sites may not be ready to open by the start of the school year, and EOEL will prepare to communicate with the board in the event this does occur.</li> </ul>	<p><b>Feedback on the grant proposal will be shared with ELB once received by EOEL.</b></p>
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	<p>Lauren then shared updates about the current legislative session:</p> <ul style="list-style-type: none"> <li>• For the upcoming legislative session, the annual report to the Legislature was submitted, and copies were distributed to all ELB members.</li> <li>• The Governor will not be including the stipend bill in his bill package, but EOEL has been meeting with legislators to update them about the work that is being done and to explain the ELB-approved requests.</li> <li>• Clarified that charter school pre-k is now part of the EOEL Public Pre-K Program.</li> <li>• Legislative budget briefings meetings related to EOEL have been scheduled: Jan. 14 House Committee on Finance, Jan. 17 Senate Committee on Ways &amp; Means. Everyone is welcome to attend.</li> <li>• A correction to the statistic regarding percentage of 4-year-old children the EOEL Public Pre-K Program is able to serve, as indicated on the legislative handout distributed to ELB, will be made to 5.9%.</li> </ul> <p>Third-grade proficiency scores:</p> <ul style="list-style-type: none"> <li>• Lauren stated that legislators are requesting data on the third-grade proficiency scores of children who participated in the EOEL Public Pre-K Program, as an indicator of child outcomes. Hawai'i P-20 is working on the analysis of this data. Stephen Schatz reported that a report should be ready either late January or early February.</li> </ul> <p>Updates on Recruitment for EOEL Positions:</p> <ul style="list-style-type: none"> <li>• Lauren introduced Keli Houston, new Institutional Analyst for the EOEL Public Pre-K Program, to the board.</li> <li>• The Educational Specialist II and Office Assistant IV have been selected, but still need to complete their fingerprinting and</li> </ul>	<p><b>Set aside time at the February ELB meeting for presentation and discussion of these test scores</b></p>
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	<p>background checks.</p> <ul style="list-style-type: none"> <li>• Interviews for the Program Specialist V (Workforce Development) position will be held in January.</li> <li>• For the Program Specialist V (Project Management) position, external recruitment has been ongoing since 11/15/19.</li> <li>• It has been difficult to recruit people for Program Specialist positions because the salary level for Program Specialist is too low for the people with the skillset required. Lauren asked board members to inform her if they know of anyone who would be interested in the position. This issue was discussed further:</li> <li>• Some board members pointed out that the positions need to be defined for what they are, because as time goes on, it will start to become difficult to try to fit these very specific positions into existing DOE positions. (Response: EOEL has had multiple conversations with the Office of Talent Management (OTM). OTM has been trying to assist but hasn't yet been able to develop a new classification for these positions or offer other options for consideration.)</li> <li>• Unfortunately, EOEL does not have the infrastructure (no HR department, no construction workers for DOE facilities, etc.) to stand on its own, so it must work within the existing structure of the DOE.</li> </ul> <p>Report to the Legislature Q&amp;A:</p> <ul style="list-style-type: none"> <li>• Is this a report that will be happening every year? (Response: Yes, the law currently requires an annual report.)</li> <li>• What has been the response on the information provided? (Response: We have not received any specific questions or feedback based on the information provided through this report.)</li> <li>• What is your sense of how we are doing with the pre-k</li> </ul>	
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	<p>programs? What do you want the legislators to learn from this? (Response: We were only able to report on the outcomes from last year because we do not yet have that information for the current school year. However, we are proud of the outcomes of our children thus far. Since the Program’s inception especially given the Program’s priority for underserved and at-risk children, 9 out of every 10 children have met or exceeded expectations in child development and learning. The annual report card on public prekindergarten programs across the nation, from the National Institute for Early Education Research, also indicates the Program has achieved benchmarks in all areas except for workforce, which is EOEL has focused efforts on workforce development.)</p> <ul style="list-style-type: none"> <li>• I didn’t see information here about teachers and teacher licensure. I remember Lauren was once providing testimony about early learning qualifications. I’m wondering if, at some point, we can be updated on the quality of the teachers in the program. (Response: It is true that there is a greater percentage of teachers who do not meet qualifications, but through professional learning sessions and on-site coaching and mentoring provided by the EOEL Resource Teachers, they have been able to achieve high-quality results.)</li> <li>• To aide in the interpretation of data, it would be helpful for summaries to be included. (Response: Reports to the legislature should only include the information required by the legislature. Additional information can be provided in a separate report for ELB if requested.)</li> </ul>	<p><b>In the future, the board will be provided an update on teacher qualifications</b></p>
<p><b>Mapping Sub-Committee/Work Group Survey—Kerrie Urosevich</b></p>	<ul style="list-style-type: none"> <li>• Kerrie handed out the mapping s sub-committee/work group survey and asked for ELB members to provide feedback on whether the right questions are being asked regarding programs and providers. The subcommittee wants to map programs, not organizations. .</li> </ul>	<p><b>Kerrie will send out the survey to everyone for review and edits by January 30, 2020</b></p>

	<ul style="list-style-type: none"> <li>• The purpose of this survey is to answer several questions: Where are the children, and which ones are being served and which ones aren't? Where do we have gaps in types of programs?</li> <li>• Other relevant information includes how linked programs are to one another, and how referrals are being made and to whom.</li> </ul>	
<p><b>Leadership Update: Legislative Session/Business—Bob Peters</b></p>	<p>Financial Disclosure Statements:</p> <ul style="list-style-type: none"> <li>• Lauren received a letter in late October regarding financial disclosure statements, which governing boards are required to do.</li> <li>• Bob read parts of the letter aloud to the group: Since the Early Learning Board is administratively attached to the Department of Education, and since they are more than an advisory board, they are subject to financial disclosure requirements. Therefore, starting in 2020, members of ELB will be required to file disclosures with the Ethics Commission Office. This is done on an annual basis, so around February or March of 2020, the ECO will contact board members regarding this issue.</li> </ul> <p>Legislative Session;</p> <ul style="list-style-type: none"> <li>• Bob reported that the Hawaii Executive Conference (HEC) moved forward a bill to expand public pre-k at a faster rate, seeking to open 330 classrooms, one for each Title I school, in the next 10 years. Bob identified some challenges to this goal, including, how that kind of promise can be made without the capacity to fulfill it.</li> <li>• He explained that he and Lauren were invited to attend the next HEC education meeting in January, but in the process, conversations have continued to happen in the Legislature.</li> <li>• It would seem that many lawmakers have already been</li> </ul>	

	<p>approached by HEC in regards to this more rapid pre-k expansion, and that HEC is trying to secure more funds.</p> <ul style="list-style-type: none"> <li>• Legislators are trying to reinstate EOEL into conversations. It is important to make sure that the classrooms have high quality from the beginning, as other states that have expanded first without attention to quality have found it difficult to go back and try to infuse quality into these classrooms. Also, private providers must be kept in conversations as well, because they have been educating the state’s young for decades.</li> <li>• It was suggested that HEC be invited to the next ELB meeting, but some felt that perhaps HEC should invite ELB/EOEL to their table first.</li> <li>• Bob asked Wimmie to prepare a boilerplate for testimony.</li> <li>• Bob reported that ELB may need to have several emergency meetings around this in order to prepare to submit testimony when needed.</li> </ul>	
<p><b>Member Updates – Bob Peters</b></p>	<p><i>Kaina</i> reported that the first Maui County Early Childhood Network Day was a success, with over 130 mini-presentations on programs and organizations that impacted Maui keiki. It seems to have gotten a positive reception as people want it to happen again. It was also used as a “complete count” event for the 2020 census.</p> <p><i>Kerrie</i> reported that one of the main focuses for Hawaii Early Intervention Coordinating Council (HEICC) was a birth through 3 strategy for 2020. On the federal level, there was a bipartisan bill that was introduced in the house called “Funding Early Childhood the Right IDEA Act” that will restore funding based on inflation since the 1990s. This means that hundreds of millions of dollars will be sent to the states to support children with special needs. Kerrie also reported that the next ECAS All Network meeting is scheduled for April 14<sup>th</sup>.</p>	

	<p><i>Cherilyn</i> reported that the Words Matter group from Action Strategy is implementing Cycle 2 of the LENA project, and they will be facilitating two parent groups at the FCIL school-based sites starting in January 2020. . Initially, LENA said that students or families with children under thirty-three months old could not enroll in this program, which limited how many would be able to participate, Based on our feedback, they are opening it up to four-year-olds.</p> <p><i>Namaka</i> reported that the United Nations General Assembly did pass “the Decade for Indigenous Languages,” which will start in 2022 and run until 2032. This was a big, successful push by Aha Punana Leo and so many around the world who were also supporting this. Coleen Momohara, the Educational Specialist at EOEL, visited Aha Punana Leo on Monday (1/6) to open up conversations around Hawaiian language pathways for young children.</p> <p><i>Dana</i> reminded everyone that Preschool Open Doors is accepting applications for the 2020-2021 school year, and anyone interested in applying should submit applications early.</p> <p><i>Edel</i> reported that Maui will be holding an Early Childhood Fair next week, on January 13th, evening, so that families can attend. It is a free event that will focus on building awareness in families about early learning opportunities, including home visiting programs.</p>	
<p><b>Review Agenda</b> <b>Outcomes—Bob Peters</b></p>	<ul style="list-style-type: none"> <li>• Danny Goya is going to send out a copy of the resolution that he is proposing to the legislature to Bob who will then forward it to ELB members.</li> <li>• We will fit the Needs Assessment and Facility Study findings into the schedule for the March meeting.</li> <li>• There is a request to be informed when grant feedback is received, so that the board knows how they might proceed in the future.</li> <li>• Stephen Schatz will provide a P-20 report on 3<sup>rd</sup> grade</li> </ul>	

	<p>proficiency scores at the next meeting.</p> <ul style="list-style-type: none"> <li>• The board will receive a status update on teacher qualifications, how these are impacting the effectiveness of EOEL’s work, and whether the status of qualifications is improving.</li> <li>• Kerrie will send out a link to the survey to ELB in order to receive feedback prior to the survey being disseminated.</li> <li>• Legislative issues will be on the agenda for future meetings. Wimmie will provide a testimony boilerplate. Emergency meetings may be called to respond to specific legislation. EOEL has been asked to reconsider the issue of pacing public pre-K expansion faster. HEC will be invited to a future meeting.</li> </ul>	
<b>Announcements</b>	ECAS All Network meeting is scheduled for April 14 <sup>th</sup> .	
<b>Executive Session</b>	No items from the AG.	
<b>Closing—Kerrie Urosevich</b>	“For good ideas and true innovation, you need human interaction, conflict, argument, debate.” – Margaret Heffernan	

Submitted by Ashley Miura/Chris Jackson