

Early Learning Board (ELB)

Wednesday, June 10, 2020

1:30 pm – 4:00 pm

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

Meeting Chair will preside via the Zoom link.

Board Members in Attendance: Dana Balansag (for Dir. Bhanot), Kaina Bonacorsi, Justina Acevedo-Cross, Leilani Au, Ben Naki, Kerrie Urosevich, Wai’ale’ale Sarsona (for Jack Wong), Matt Shim (for Dir. Anderson), Stephen Schatz (for President Lassner), Cherilyn Shiinoki, Bob Peters, Namaka Rawlins, Mari Uehara, Melodie Vega, Bob Davis (for Superintendent Kishimoto), Edeluisa Baguio-Larena

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

Public in Attendance: Anne Horiuchi, Carol Wear, Danny Cup Choy, Jordana Ferreira, Ka’ano’i Walk, Ka’iulani Laeha, Kathy Murphy, Ken Kakesako, Kim Guieb, Mary Ann Nemoto, Terry Lock, Deborah Zysman, Kathleen Algire, Brandon Lee, Charis-Ann Sole, Robyn Chun, Jordan Smith, Scott Fuji

Agenda Item	Discussion	Action
Welcome/Introductions— Bob Peters	Bob welcomed the group at 1:30 pm and asked Wai’ale’ale to read the mission statement. Bob reminded the ELB of the following procedures: (1) the meeting was being recorded; (2) attendance of members would be taken by roll call; (3) votes would be done by roll call; and (4) the private chat function had been turned off and all comments included in the chat box would be public. Keopu also reminded ELB to use the chat function to indicate a comment/question in order for her to hold their place in line.	
Review and Approve 5/14/20 Minutes— Bob Peters	The 5/14/20 meeting minutes were approved as distributed.	

Early Learning Board

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

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<p>Public Comment—Bob Peters</p>	<p>No public comment was offered.</p>	
<p>Early Educator Excellence and Equity Plan, ECE3 (Support Letter and Ad Hoc Committee)—Terry Lock and Justina Acevedo-Cross</p>	<p>Terry Lock from the University of Hawaii College of Education was called upon to discuss and answer questions about the proposed ELB letter of support for the Early Educator Excellence and Equity (ECE3) Plan grant application, and for the formation of an ELB ad hoc committee centered around workforce development. In-depth information was provided to members in a memo that was sent out with meeting materials. ELB member Justina Acevedo-Cross had helped Terry draft the letter of support and proposed options for the formation of the subcommittee and assisted with answering questions from ELB members.</p> <p>Key takeaways from the discussion:</p> <ul style="list-style-type: none"> • 7 national foundations formed a collaborative to provide funding for this workforce initiative. • The grant award for states can be up to 2 million dollars over 2 years; the grant amount requested from Hawaii was for 1.3 million dollars, starting at the beginning of 2021 and ending two years later. • An outcome of this grant would be that more lead teachers as well as prospective early learning educators would obtain a birth to 8 bachelor’s degree in early childhood education. • The grant will also support community colleges in trying out prior learning assessment models, testing apprenticeship models, and looking for ways to provide more comprehensive support for ECE students, including coaching competencies support for beginning teachers, and strengthening current competencies in field placements. • A further outcome is to look at and address the compensation of 	

	<p>all lead teachers, regardless of the type of ECE settings in which they are employed.</p> <ul style="list-style-type: none"> • Justina suggested that workforce issues could be discussed in an existing ELB subcommittee, or that a new ad hoc committee could be created. The pros and cons of each option were provided to ELB members as a handout and reviewed briefly. • Justina went on to suggest the structure/role of this entity: <ul style="list-style-type: none"> ○ About five members would need to be on the ad hoc committee, with at least two board members, and one person from ECE3. Justina volunteered to be one of those ELB members. ○ The committee itself would not conduct the workforce study that is part of the grant—grant funds will be set aside to finance the study. Instead, the committee would take the results of the study, determine how to move forward and what the first steps should be. • If the grant is awarded to Hawaii, it can help the state move forward with the PDG B-5 early childhood workforce development implementation plan. • It will be December 2020 when Hawaii finds out whether or not it has received the grant. <p>Action: The board approved the letter of support as drafted/presented and agreed to form an ad hoc committee for workforce development.</p>	<p>Bob requested that Terry keep the ELB posted on the next steps regarding the proposal. More planning is needed to set up the ad hoc committee related to its organization and when it will start.</p>
<p>Early Childhood Action Strategy Report (Needs/Project/State Plan)—Jordana Ferreira</p>	<p>Jordana Ferreira of Early Childhood Action Strategy (ECAS) gave a presentation about the work of the ECAS teams and how much of this work aligns with the PDG B-5 strategic implementation plans. She also discussed ECAS’s recent pivots in response to COVID-19, explaining that during the pandemic, ECAS has focused on the following priorities: (1) sustaining the child care industry, (2) preventing family</p>	

	<p>violence, (3) supporting safe prenatal care and delivery, and (4) reaching out to hard-to-reach families. Jordana provided examples of activities/strategies for each of the priorities. Currently, ECAS is reflecting on other ways they can reach out to Hawaii’s communities, especially in light of how COVID-19 has highlighted the need for deeper connections to families and communities in order to address the disparities and inequities found within our society.</p>	
<p>Executive Office on Early Learning Updates— Lauren Moriguchi</p>	<p>Lauren announced that EOEL released its first community newsletter this past week and will continue to issue one bi-monthly. She then raised the issue of HB 2200 HD1 in which \$719K has been cut from the EOEL budget, along with eight positions for the 2020-2021 school year. Seven of these are at the classroom level, and one of them is at the systems level. This latter position is the EOEL Program Specialist V position currently held by Alohi Maiava as a temporary hire. Of the classroom positions, one is a teacher position, and the other six are educational assistants. These positions are for existing EOEL Public Pre-K Program classrooms, and not at the ten new classrooms scheduled to open in SY 2020-2021. All positions involved have warm bodies in them, mostly as emergency or temporary hires. Lauren has already stressed to the legislature that these are critical positions without which classrooms will not be able to remain open. With regard to the Program Specialist position, cutting it would severely impact the systems-building work for which EOEL is responsible. EOEL has communicated with both House and Senate finance committees, both House and Senate education committees, and with the Department of Budget and Finance about the budget cut implications. There still seems to be time to request that the legislature and governor reconsider these cuts.</p> <p>Key takeaways from the discussion that followed:</p> <ul style="list-style-type: none"> • In the scenario of the cuts in positions taking place, schools have very few options to fund the positions on their own. The only way schools can do this would be to use Title I funding. 	<p>The board will send a letter to the Governor and legislature regarding the EOEL budget cuts to request restoration of the positions and funds being cut.</p>

	<p>However, there is concern that this is not realistic because of the high percentage of fringe that is involved in using Title 1 funds for early childhood positions.</p> <ul style="list-style-type: none"> • The principal of one of the schools expressed his support for the EOEL Public Pre-K Program and his desire to see it continue at his school, so he is looking for alternatives to continue to fund the classroom even if the positions do get cut. • The board came to an agreement that it is unlikely that philanthropy would provide funding for these positions, as they will see this as the state’s responsibility. • Kerrie suggested a request could be made to the Funders’ Hui around the possibility of tuition assistance for families who would need support to enroll their children into private child care with the closure of these EOEL pre-k classrooms, as well as to see if the Funders’ Hui could continue to support the project management position that Alohi currently occupies. • Bob reminded the board that they can write letters as individuals to the legislature regarding this issue and encouraged them to do so. Bob asked that EOEL provide talking points to board members in order for them to send letters of support. <p>A question was raised regarding how the EOEL Prekindergarten Program may address reopening classrooms.</p> <ul style="list-style-type: none"> • Although we are awaiting direction from HODOE, EOEL has sent out surveys to principals in order to obtain their thoughts on how they feel prekindergarten classrooms should address re-opening of the 2020-2021 school year in consideration of COVID-19. • Bob Davis explained that the youngest students (up to second 	<p>Kerrie will follow up with a funder’s hui for families whose classrooms are about to close down, and to explore the possibility of potential support for the EOEL project management position.</p> <p>Talking points from EOEL have been requested for individuals to write their own letters.</p>
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	<p>grade) will be required to attend school in person on campus, and DOE is figuring out how to do that while maintaining physical distancing guidelines.</p> <ul style="list-style-type: none"> • Worksheets and packets would not be suitable for early learners, so particularly with the unpredictable COVID-19 situation, it is uncertain how best to proceed forward. 	
<p>DHS Guidelines for Reopening Impact/ELB Action – Bob Peters</p>	<p>Bob called on Dana to provide updates on the DHS guidelines for reopening.</p> <ul style="list-style-type: none"> • The purpose of the guidelines is to minimize the risk of exposure to the COVID-19 virus for families, children, and employees when programs re-open. • Nearly 70% of the childcare providers statewide have closed their programs voluntarily. • To provide clearer guidance for regulated childcare programs, DHS released guidelines on May 26, 2020 which included measures for cleaning, sanitizing, physical distancing, health, safety, facility safety, parent-child expectations, employee support, etc. • Representative Linda Ichiyama is the childcare liaison to the Hawaii Economic and Community Recovery Navigator and has facilitated a focus group of providers to gain feedback about the guidelines. • The guidelines were updated on June 9, 2020 by DHS, based on the concerns expressed by providers about the adult/child ratio. The proposed ratio was replaced with the ratio that had been in place pre-COVID. • Cross-deployment of staff should be limited to ensure that the same groups of children remain with the same adults/teachers. 	

	<ul style="list-style-type: none"> • DHS asks for everyone’s patience as the pandemic requires working with other departments, too, and this coordination does take time. <p>Key takeaways from the discussion that followed:</p> <ul style="list-style-type: none"> • The guidelines have been reviewed and approved by leaders within the state. In the future, if the number of cases begins to spike, further discussion will take place on what adjustments might need to be made. • While neither DHS nor EOEL regulate Family-Child Interaction Learning (FCIL) programs, FCILs are encouraged to follow guidelines from the CDC. Melodie reported that FCILs do take CDC guidelines very seriously, and that they will integrate them into new training for staff. • ECAS is convening focus groups with center-based and family child care providers this week to assess what licensed providers may need as further support beyond the opportunity to apply for the DHS emergency child care contracts; feedback received will be relayed to DHS and Representative Ichiyama. • Matt reminded everyone that these guidelines for re-opening are not hard-and-fast rules and are not meant to be strict or rigid. The health and safety of the children should be the most important priority, but flexibility and “common sense” need to be taken into consideration. As an example, “limiting cross-deployment” does not mean “eliminating cross-deployment.” • Preschools that are attached to elementary school programs (e.g., Hawaii Association of Independent Schools [HAIS] and the Hawaii Council of Private Schools are not eligible for the DHS contracts for emergency child care. 	<p>Bob will check with HAIS and Hawaii Council of Private Schools to make sure that preschools connected to those entities understand they are not eligible for the DHS emergency child care contracts.</p>
ELB Chair Updates	Bob reminded everyone about the strategic priorities that were	Lauren to submit a self-

<p>(Director Evaluation Status/Vice Chair)—Bob Peters</p>	<p>approved in October 2019 relating to the leadership standards for the EOEL Director. Lauren has been asked to complete a self-assessment that relates to those leadership standards, and to submit the self-assessment to the board chair in July for review. The chair will then send that report out to the board members, who can also use the EOEL updates as a way to inform them in their assessments of the performance of the EOEL director.</p> <p>Another priority raised was the need for a Vice Chair. Bob has asked Wai’ale’ale, as chair of the Governance sub-committee, to prioritize creating a Vice Chair position description.</p>	<p>assessment to Bob in July. Bob to solicit feedback from the board.</p> <p>Wai’ale’ale to work with the Governance sub-committee to create a position description for a Vice Chair position.</p>
<p>Public Comment</p>	<p>No public comment offered.</p>	
<p>Member Updates—Bob Peters</p>	<ul style="list-style-type: none"> • <i>Wai’ale’ale</i> reported that Kamehameha Schools (KS) is providing summer funding to Partners in Development Foundation to help with Kindergarten readiness for 4-year-olds, since the last quarter of the last school year was disrupted due to COVID-19. Families can register with PID directly, and the program will last five weeks. Keiki O Ka Aina and KS are working on family childcare subsidies, as well as a texting service that will help families understand their child’s development through text messages. This service is also intended for future use as there is uncertainty regarding the trajectory of COVID-19 and its duration. • <i>Kaina</i> reported that the Early Childhood Resource Center in Maui County is set to be demolished, so there will be changes to how staff will operate as a result of this. Feedback about this decision has been relayed to the current administration’s representatives. Kaina also reported that Maui County childcare programs will receive CARES Act funds to help mitigate economic losses during COVID-19 and help with recovery. Kaina and others are continuing to inform the county administration on how to help child care providers in different 	

	<p>ways.</p> <ul style="list-style-type: none"> • <i>Kerrie</i> reported that the Hawaii Early Intervention Coordinating Council (HEICC) has been working on implementing a hybrid Telehealth model and will continue that into the fall as they figure out when and how to welcome families back through in person home visiting services. They acknowledge that families with children with special needs are a marginalized group that may not be getting their needs met. Unfortunately, it is very difficult to address those needs remotely, so HEICC is trying to figure out how to combine in-person and virtual home visiting services effectively. • <i>Justina</i> reported that home-based childcare emergency grants administered by the Hawaii Community Foundation (HCF) were successfully awarded to 225 licensed home-based childcare providers. During the course of two weeks in May, HCF was able to inject \$238,000 into the community through this grant. In regards to trauma-informed supports for children birth through five, there may be some revisions to the Promising Minds initiative – a new Community of Practice was to begin in July, but HCF is pausing to look at current family needs and how to support families who are being impacted due to COVID-19. • <i>Cherilyn</i> reported that Family Hui is going to test a “Parent Café” model of peer support, and will also be implementing the text messaging system that Jordana mentioned in her presentation. Family Hui and NEST will be helping to enroll families to receive supports through text messaging and may be reaching out to board members. Her goal is to have 500 families enrolled by the end of October. 	
<p>Review Agenda Outcomes—Bob Peters</p>	<ul style="list-style-type: none"> • The board has approved the letter of support that will be sent to the funding association to support the selection of Hawaii’s equity project grant (ECE3). 	

	<ul style="list-style-type: none"> • The board approved the creation of an ad hoc committee focused on the issue of workforce equity, and needs to follow up on when it should start and how it might be organized. • In regards to budget cuts and potential closures of programs in the public pre-kindergarten, ELB will prepare a letter to send to the Governor and chairs of the legislature’s education and finance committees. • There has been a request for talking points from EOEL so that others in their individual capacities can send letters, as well. • Kerrie will follow up with the Funders’ Hui around the possibility of child care tuition assistance for families who may not be able to attend the public pre-k classrooms due to positions being cut, and to explore the possibility of potential support for the EOEL project management position. • Bob will check with HAIS and HCPS to make sure that the DHS contract funding information is understood by its members that do not have freestanding private preschools. 	
Announcements	None.	
Executive Session	No items from the AG.	
Closing—Kerrie Urosevich	“That’s the core of equity: understanding who your kids are, and how to meet their needs. You’re still focused on outcomes, but the path to get there may not be the same for each one.” –Pedro Noguera, Dean of University of Southern California’s Rossier School of Education	

Submitted by Ashley Miura and Chris Jackson