

# Early Learning Board (ELB)

Thursday, October 13, 2022

1:30 pm – 4:00 pm

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

**Meeting Chair will preside at CEED Center, KCAA  
2707 South King Street, Honolulu, HI 96826  
Or Via the Zoom Link**

**Board Members in Attendance:** Justina Acevedo-Cross, Erin Henderson-Lacerdo, Ka’iulani Laehā, Megan McCorriston, Ben Naki, Mei Ou, Robert Peters (for Director Bossert), Mari Uehara, Kerrie Urosevich, Melodie Vega, Napua Rosehill (for Jack Wong), Stephen Schatz (for President Lassner), Keiko Nitta (for Director Char)

**Absent:** Rochelle Mahoe (for Superintendent Hayashi), Dayna Luka (for Director Betts)

**Executive Office on Early Learning staff in attendance:** Yuuko Arikawa-Cross, Alohilani Maiava, Chris Jackson, Jeff Larson, Jordana Ferreira, Kevin Kabasawa, Lane Tsuchiyama, Ashley Miura

**Public in Attendance:** Michael Azuma, Ted Burke, David Seegal, Caroline Soga, Kevin Costa, Deanne Goya, Edeluisa Baguio-Larena, Felicia Villalobos, Kim Guieb, Lisa Martinez, Mary Ann Nemoto, Terry Lock, Toby Portner, Lisa Martinez, Vivian Eto, Raya Esteban, Danny Cup Choy, Ke’ōpū Reelitz, Aldric Ulep, Stacey Tagala, Ka’ano’i Walk, Ka’ina Bonacorsi, Robyn Chun, Carol Wear, Scott Fuji, Christina Cox, Lauren Padesky

Agenda Item	Discussion	Action
<b>MINUTES:</b>		
<b>Welcome/Introductions—</b> Bob Peters	Chair Peters began the meeting at 1:33 PM and asked Justina Acevedo-Cross to read the mission statement. He reminded everyone that regardless of in-person attendance, protocols would proceed as usual, with votes conducted by roll call. Attendance was taken, and quorum was established.	

Early Learning Board

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

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	<p>Bob introduced Napua Rosehill, Jack Wong’s new designee representing Kamehameha Schools (KS), who is taking the place of Wai‘ale‘ale Sarsona. Napua provided a brief background of herself. She is the mother of two and a recent grandmother, so early learning is personal to her. She earned a master’s degree in early childhood with an emphasis in birth-3, started teaching at Aha Punana Leo in 2000, and eventually moved to Kamehameha Schools. Her current position is a strategy consultant - working on everything considered early learning that is not part of the KS preschool program - from establishing new preschool seats to workforce development to community partnerships.</p>	
<p><b>Review and Approve 8/25/2022 Special Meeting Minutes and 9/8/2022 Minutes</b>—Bob Peters</p>	<p>The Chair entertained a motion to approve the 8/25/22 special meeting minutes. The minutes were approved as disseminated (Justina/Melodie: Y—10, N—0).</p> <p>The Chair entertained a motion to approve the 9/8/22 executive session minutes. The minutes were approved as disseminated (Kerrie/Mari: Y—10; N—0).</p>	
<p><b>Public Comment</b>—Bob Peters</p>	<p>No public comments were provided.</p>	
<p><b>HIDOE Education and Homeless Children and Youth Program Office</b>—Toby Portner and Lisa Martinez</p>	<p>Chris Jackson, EOEL’s Head Start State Collaboration Office Director, was called upon to introduce Toby Portner and Lisa Martinez from the HIDOE Education for Homeless Children and Youth (EHCY) Program. Toby has been the Hawaii State Coordinator for the EHCY Program for approximately 6 years, and has been prioritizing building the capacity and infrastructure within her office during that time. Within several years after taking on this role, Toby was able to secure funding from the Legislature for fifteen full-time positions to replace the fewer than ten part-time positions that were in place. With the recent ARPA funding for homelessness, Toby was able to create three new positions: a Re-engagement Navigator position, a Transportation Navigator position, and an Early Learning Navigator position. She was named the National Association for the Education for Homeless</p>	

Children and Youth State Coordinator of the Year in 2021. Having been the Campbell-Kapolei Complex Community Homeless Concerns Liaison (CHCL) for the past several years, Lisa Martinez was recently hired as the new Early Learning Navigator. Her mission is to get more children, ages birth through five, enrolled in programs and services, and has been meeting with early childhood service providers to learn more about their program services and referral procedures. Toby and Lisa shared a short power point presentation on the work they do as part of the HODOE EHCY Program Office.

Key takeaways from the discussion that followed:

- The term “navigator” appears in the job position titles because there are so many roads that need to be taken to connect families experiencing homelessness to needed resources that often lead to dead ends, and families need support in “navigating” the system. Toby intentionally chose the term “navigator” for these three areas (transportation, re-engagement, and early learning) because these have been particularly problematic over the past years. The Navigator for each of these three areas must be someone who is curious, willing to go forward into uncharted territory, fall flat, and get back up again and keep going.
- Lisa’s work mainly revolves around holding outreach events. Because she is still the temporary liaison for the Campbell-Kapolei Complex area, she frequently goes to the homeless shelters at Barber’s Point to hold different types of outreach events, making sure to invite whole families. Lisa then connects these families with as much information as possible, including preschools, intervention services, and the EOEL pre-k program. Another way she reaches out is via information obtained from the McKinney-Vento (MV-1) forms every grade school student must fill out, which includes a section that lists any other

	<p>siblings who may be in the household, 0-5 years old. Those families can then get connected to early childhood services as well, depending on where they reside.</p> <ul style="list-style-type: none"> <li>• In some of the complex areas, especially the more populated ones, EHCY retains part-time employees who do less of the connecting with community agencies and act more as school liaisons, making sure families have all the forms they need, that they receive uniforms, have adequate transportation, etc.</li> <li>• It is hard to know how many homeless children there are for a variety of reasons, but EHCY estimates they are serving about 10% of them currently.</li> <li>• Historically, people were only looking at children who were enrolled in school, or siblings of those children, to determine homelessness, but EHCY is now looking at connecting with community clinics and hospitals to find people who are about to give birth, or recently gave birth, who may be living in unstable housing to connect them to resources early.</li> </ul>	
<p><b>Executive Office on Early Learning Updates</b>— Yuuko Arikawa-Cross</p>	<p>Yuuko began the EOEL report by reiterating that Departments are currently meeting with the Governor’s Office to discuss legislative proposals and fiscal requests. EOEL will keep the Board updated as decisions are made about those requests.</p> <p>She shared EOEL Public Pre-Kindergarten updates. Coleen Momohara, the Educational Specialist in charge of the EOEL Pre-K program, and several of the Early Learning State Office Teachers (previously known as Early Learning Specialists), will be attending the 2022 National Association of Early Childhood Teacher Educator’s Conference in tandem with the 2022 National Association for the Education of Young Children Conference in Washington, D.C. They will co-present with Dr. Michael Cheang and Robyn Chun from the University of Hawai‘i at Mānoa on <i>University and State Agency Collaborations to Build Evaluation Research Capacity in a Statewide Pre-K Program</i>. EOEL</p>	

	<p>recently submitted EOEL Public Pre-K Program data to the National Institute for Early Education Research (NIEER) to include in the <i>2022 State of Preschool Yearbook</i>. NIEER plans to release the the yearbook in March 2023. Finally, the pre-k program is currently collecting Quarter 1 application and enrollment data from schools.</p> <p>Alohi Maiava, EOEL’s PDG B-5 Grant Specialist, provided grant updates. On October 3, EOEL started to convene representatives from state agencies who were interested in being involved in this PDG B-5 Renewal Grant application process. The grant leads for this application will be EOEL, in partnership with Hawaii P-20; Hawaii P-20 is the principle investigator. EOEL is in the process of completing an MOU with HIDOE that will identify the framework, roles, and responsibilities of EOEL and HIDOE related to EOEL applications and oversight of any grant. The PDG grant application includes six major activities: Update Comprehensive Statewide B-5 Needs Assessment; Update Statewide B-5 Strategic Plan; Maximize Parent and Family Engagement in the B-5 System; Support the B-5 Workforce and Disseminate Best Practices; Support Program Quality Improvement; and Subgrants to Enhance Quality and Expand Access to Existing and New Programs. Because workforce is a high priority item within this application, that will be a main focus of Hawaii’s application. There are also bonus options that EOEL will be looking at, including Coordinated Application Eligibility and Enrollment for Families; Increasing Access to Inclusive Settings; and Improving Workforce Compensation. The PDG Grant submission is due on November 7, 2022. Alohi also reported that the national annual PDG B-5 convening is still being planned for Dec 6<sup>th</sup>-8<sup>th</sup> 2022 and the conference agenda is being finalized. System visualization workshops have been created, and the PDG B-5 team needs to talk about how to continue the conversation to take next steps, or what the lessons we can learn from these workshops are.</p>	
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	<p>Chris Jackson, EOEL’s Head Start Collaboration Director, provided updates in addition to those in the written report received by ELB members. Updates included the following:</p> <ul style="list-style-type: none"> <li>• Region IX leadership staff met with Yuuko (and Chris) on September 29th to learn about her, her goals for the office, and her priorities for HI’s early care and education system. Region IX staff would like to continue to meet quarterly in order to support the work of EOEL, as well as inform EOEL about Region IX work.</li> <li>• The next quarterly Head Start Association of Hawaii (HSAH) Board meeting will be held on October 18<sup>th</sup>, as part of the upcoming Office of Head Start Region 9 “2002 Family Engagement and Cultural Responsiveness Conference” in Kailua-Kona. The National Head Start Association will be providing an advocacy training for Board members and invited partners at this meeting.</li> <li>• A new and improved HS referral app is now available to McKinney-Vento school district liaisons, as well as HS staff, to expedite referrals to HS/EHS programs of children birth to five experiencing homelessness. TA from SchoolHouse Connection will be provided at a meeting on October 25<sup>th</sup>.</li> <li>• October is National HS Awareness Month, and ELB members are invited to celebrate over 55 years of HS services in Hawaii, with over 1 million children ages birth to five and their families receiving services every year nationally.</li> </ul> <p>Yuuko shared updates about her own work. One on one meetings with staff have begun in order to examine position descriptions and the organization of the office to ensure that EOEL is running at optimal efficiency. Currently, EOEL is seeking a Workforce Development Specialist and is in the process of reviewing applications and</p>	
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	<p>scheduling interviews; and a Secretary IV position which has just been posted. Interviews for Administrative Services Assistant, Business Management Specialist, and Communications Specialist were held recently, and a decision will be made soon on these three positions. Keli Houston, EOEL’s Institutional Analyst, will be departing the office on October 19, and Yuuko will be reviewing this position to make sure it meets the needs of EOEL. The EOEL Systems-Building team is in the process of creating an action plan for the office, which will be ready to present to the Board by December. In terms of advocacy and communication, EOEL has written testimony in support of the Kindergarten Entry Assessment (KEA), but in the same letter expressed concern for Hawaiian Medium Education (HME), and that any KEA created should not negatively affect children or families who are enrolled in HME programs or the programs themselves. Yuuko then briefly shared her experiences at the Association for Learning Environments Early Childhood Education Conference in Chicago, and the ongoing meetings occurring between SFA, EOEL, and communities.</p>	
<p><b>Act 046/Act 210 DOE KEA Plans</b>—Dr. Lauren Padesky, HIDOE Early Learning Specialist</p>	<p>Dr. Lauren Padesky, HIDOE’s new Early Learning Specialist, was asked to update the Board on HIDOE’s Kindergarten Entry Assessment (KEA) plans, pursuant to provisions in Act 210, SLH 2021. Lauren shared that the task was to identify or create a uniform statewide assessment that was valid and reliable, that Kindergarten teachers could administer within the first 30 days of school, and that all domains could be addressed in either English or Hawaiian. The tool that was adopted by the BOE to be used by English Medium schools was the John Hopkins University’s <i>Ready for Kindergarten Tool</i>, which was found to be cost effective, research-driven, and developmentally appropriate. Implementation of a Hawaiian Medium KEA may be delayed a year in order to allow for Hawaiian Medium language community representatives, along with the Office of Hawaiian Education, to plan how to meet the requirement in the Act.</p>	

	<p>Key takeaways from the discussion that followed:</p> <ul style="list-style-type: none"><li>• There are two ways the KEA could be used to inform ECE programs. First, where there may be gaps between what children know and are able to do in pre-k and in kindergarten, the KEA could help inform EOEL and HODOE of what kind of professional development and coaching might be warranted. Second, as the KEA requirement includes data reporting responsibilities to multiple entities according to Act 210, this should be an iterative and collaborative process, so that as the data gets shared externally, it will be interpreted appropriately.</li><li>• In regard to a timeline, there is no time for any “trial period” for implementation. July 2023 will be the date that English medium schools will be implementing the KEA for the first time.</li><li>• A frequently asked question is how similar the KEA is to TS GOLD—per Lauren, they are very similar. Private/community preschool should not have to change their curriculum to prepare their students for the KEA. They should also not feel that the data they are collecting and disseminating already is going to be misaligned or not valued. Lauren will be communicating with ECE organizations about what the KEA looks like and entails.</li><li>• Teachers were included in stakeholder groups prior to decision-making, but families have not yet had a chance to provide input on this tool. Lauren said she will be discussing this with her office to see how they might fit family voice in somewhere.</li><li>• The KEA results will definitely be shared with families. Besides instructional reasons and creating a certain climate, the purpose of the KEA is to communicate with families. There is a whole segment about how to communicate this data productively and respectfully with families, since data can be easily be misinterpreted. The KEA is ultimately a Kindergarten</li></ul>	
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	<p>entry screener, not something that should be used to “assign” a label to a child.</p> <ul style="list-style-type: none"> <li>• The KEA was not researched or validated as a special education assessment, and does not claim to be able to diagnose a child with any kind of disability or a need for special services. Its usefulness for eligibility purposes will be deferred to the Special Education section.</li> <li>• The KEA can be used to set instructional goals for children.</li> </ul>	<p><b>The decision on a state KEA tool has been made, which supports the Johns Hopkins assessment approach.</b></p>
<p><b>EOEL Provider Engagement Meetings Summary</b>—Jordana Ferreira and Alohi Maiava</p>	<p>Jordana Ferreira, EOEL’s Government Affairs Specialist, and Alohi Maiava provided a summary of the EOEL Provider Engagement meetings they have held over the past month in partnership with DHS, and reviewed the data collected. The purpose of the meetings was to provide information to early childhood programs, including center-based programs, family-child care homes, and Head Start programs, about the provisions in Act 46 and Act 210. The goals of the sessions were to share important information with the stakeholders, increase their knowledge about the Acts themselves, and to discuss the pieces that will directly impact their programs. EOEL also wanted to solicit feedback on what supports providers might need in order to implement pertinent provisions; to better understand concerns or any unintended consequences that providers might want early learning decision-makers to be mindful of; to identify key partners and action items that can help implementation agencies attain the goals set in some of the provisions in the Acts; and, finally, to funnel feedback from these sessions to partner agencies so that strategizing about how to use this information in decision-making processes would be possible.</p> <p>The engagement sessions consisted of two parts. During the first part, EOEL and DHS presented on what Act 210 and Act 46 entailed. The second part consisted of an information gathering session where participants were asked questions in order to gather feedback for analysis, such as, “As we begin to expand options for 3- and 4-year-</p>	

	<p>olds, what excites you?” and “How do you see yourself participating in expansion efforts, if at all?”</p> <p>Some key takeaways included the following:</p> <ul style="list-style-type: none"> <li>• workforce shortages are a big barrier for expansion; for example, many programs expressed an interest in expansion but noted that they don’t have adequate workforce to be able to expand;</li> <li>• concerns by the private sector about how public pre-k expansion might detrimentally impact enrollment and potentially operations, particularly infant-toddler programs, as private providers frequently use money from their 3- and 4-year-old programs to offset losses from infant-toddler programs; and</li> <li>• concerns about meeting the accreditation requirements for POD access, which is very time intensive and requires funding to achieve and maintain.</li> </ul> <p>Megan McCorriston also added that even though the pandemic is waning, enrollment in most multi-site programs is only at 60% capacity at this time, making expansion of 3’s and 4’s in the coming years challenging.</p>	<p><b>Jordana and Alohi presented a summary of EOEL’s Community Engagement efforts, and provided a power point and flyer to the Board.</b></p>
<p><b>SCR 217 Roadmap Update/Process</b>—Ben Naki and Lane Tsuchiyama</p>	<p>Updates were provided by Ben Naki, convener of the Strategic Implementation (SI) Subcommittee, and Lane Tsuchiyama, the Act 46 Coordinator. It was reported that there had been a half-day meeting prior to today’s Board meeting to discuss how to map out a path to meet the 100% mark as requested by SCR 217. Committee members discussed what common values they should take into consideration as they develop the road map, and were able to build off of the data Jordana and Alohi had garnered from the EOEL Provider Engagement sessions. They identified four “destinations” that had particular</p>	

	<p>challenges: Workforce, Facilities, Quality, and Funding Around a Mixed-Delivery System. Challenges were discussed in greater detail, as well as the strategies they hoped to explore for inclusion in the road map, in order to inform legislators that “these are the things that need to happen in order to reach the 100% mark.” There were also many ideas for supporting existing programs, as well, so that those would not get lost. Lane has now been tasked with using this information to craft a first draft for the SI Subcommittee to look at. They will next meet on October 25 to review and refine the document for the November 10th ELB meeting. Ben also extended a thank you to Keiko Nitta for acting as facilitator. Lane briefly added that Board members should read the first draft when they receive it before the ELB meeting, so that they can be prepared to discuss it.</p>	<p><b>The SCR 217 road map draft will be provided to the Board before its November meeting. Input at that meeting will be considered, and the draft will be revised and brought to the Board again at the December meeting for final approval.</b></p>
<p><b>Subcommittee Reports—</b> Governance Standing Subcommittee—Bob Peters (for Matt Shim)</p>	<p>Bob provided Governance Standing Subcommittee (GSS) updates on behalf of Matt Shim, who was not present. There were two primary items on the agenda at their last meeting. One was to review the EOEL Director’s evaluation process and its content. The GSS is trying to design a process that is suitable for someone who is still onboarding into a new position, while still holding onto standards of leadership, in order to offer recommendations around goal-setting for Yuuko . The second item was to review the Concurrent Resolution around ELB’s composition. Fundamental information is needed about how decisions were initially made to create the membership on the Board as sector representatives, and to not only look at the Board structure and composition, but also its size and term limits, as well as to make some determination about permanent seats that are currently on the Board. The GSS reached out to Roy Takumi, then-Chair of the House Education Committee; and Jill Tokuda, then-Chair of the Senate Committee to share the context of the statutes provisions regarding Board membership. While Jill Tokuda has not yet replied to questions from the GSS due to other obligations, Roy Takumi has provided background information in response to the set of questions given to</p>	

	him. A special meeting will be held by the GSS to share that information and address the report. The next official GSS meeting is October 28.	
<b>Leadership Updates</b> — Bob Peters	<p>Bob presented the Board with a draft of potential policy agenda items so that by the time the legislative session arrives, the Board will be ready for advocacy. He explained that the draft framework is “global” and intentionally so, so that the Board has something to center itself around when discussing what they should say in their testimony.</p> <p>Key takeaways from the discussion that followed:</p> <ul style="list-style-type: none"> <li>• Building Block 1 should include “intimate partner violence,” “substance abuse,” and “child abuse and neglect”</li> <li>• It was suggested that HME be given some separate distinction, since the KEA discussion has proven that it needs to be looked at with a separate lens</li> <li>• Prenatal bills should be included. Erin Henderson-Lacerdo included a link in the chat box to a roadmap she received at a summit earlier that day. <a href="#">Prenatal-to-3 State Policy Roadmap 2022 - Prenatal-to-3 Policy Impact Center (pn3policy.org)</a></li> </ul>	<p><b>Additions to the ELB policy framework were offered along with a suggestion to consider the impact on HME of support for bills.</b></p> <p><b>The Board was asked to consider additions to the legislative policy drafts prior to the December meeting.</b></p>
<b>Public Comment</b> —Bob Peters	No public comments were provided.	
<b>Member Updates</b> —Bob Peters	<p><i>Kerrie Urosevich</i> reported that the State of Hawaii was accepted into an intensive technical assistance cohort from Zero to Three (ZTT) to integrate infant and early childhood mental health (IECMH) into DOH Early Intervention (IDEA Part C entity).</p> <p>Kerrie also reported that this year is the 10<sup>th</sup> anniversary of both the Early Childhood Action Strategy (ECAS) as well as EOEL, and that there is a celebration planned at Ko’olau Ballrooms for November 9, 2022 at 8 AM. ECAS will spend the morning looking back at their past ten years, and will spend the afternoon looking forward to what the next ten years will look like. She included a link to register. <a href="#">ECAS Fall</a></p>	<p><b>Kerrie has extended an invitation to everyone for the ECAS 10-year anniversary on November 9<sup>th</sup>.</b></p>

	<a href="#">2022 All Network Meeting - 10 Year Celebration Tickets, Wed, Nov 9, 2022 at 8:00 AM   Eventbrite</a>	
<b>Review Agenda</b> <b>Outcomes</b> —Bob Peters	<p>Chair Peters reviewed the following agenda outcomes:</p> <ul style="list-style-type: none"> <li>• The decision on a state KEA tool has been made, which supports the Johns Hopkins assessment approach.</li> <li>• Jordana and Alohi presented a summary of EOEL’s Community Engagement efforts, and provided a power point and flyer to the Board.</li> <li>• The SCR 217 road map draft will be provided to the Board before its November meeting. Input at that meeting will be considered, and the draft will be revised and brought to the Board again at the December meeting for final approval.</li> <li>• Additions to the ELB policy guidelines were suggested, including considering the impact on HME and support for prenatal bills.</li> <li>• The Board was asked to consider additions to the legislative policy drafts prior to the December meeting.</li> <li>• Kerrie has extended an invitation to everyone for the ECAS 10-year anniversary on November 9<sup>th</sup>.</li> </ul> <p>Bob thanked CEED and Christina again for sharing the facility for the ELB meeting today.</p>	
<b>Announcements</b>	None provided.	
<b>Closing</b> —Kerrie Urosevich	“I’m so glad I live in a world where there are Octobers.” –Lucy Maud Montgomery, <i>Anne of Green Gables</i>	

Submitted by Ashley Miura and Chris Jackson