

Date: January 19, 2024

From: Matthew Shim
Early Learning Board (ELB) Governance Subcommittee Chair

Re: Governance Subcommittee Update to Early Learning Board

The Governance Subcommittee met during our regularly scheduled monthly meeting on Friday, December 15, 2023 (1230p-130p).

- Members present on Friday, November 17, included: Robert Peters, Rochelle Mahoe, Matthew Shim, Dayna Luka, and Yuuko Arikawa-Cross

Subcommittee Item 1. Amending the previously approved EOEL Director Evaluation.

- The Subcommittee members discussed the EOEL Director Evaluation items approved by the ELB on Thursday, December 14, 2023 (see Leadership Standards/Indicators 1, 2, and 3 in BLUE font below).
- The Subcommittee members discussed amending the EOEL Director Evaluation items by adding Leadership Standards/Indicators 1.3, 1.4, 3.2, 4, and 5 (in RED Font and yellow highlight below) since all standards and indicators will be evaluated this year. The amended items will not have any specific measures.

1. Visionary Leadership/Capacity Building of Statewide Early Learning System from Prenatal until K Entrance:

1.1 Aligns resources, including staffing, strategic initiatives, and office organization to support the development of a system for early learning statewide.

- Work with staff to examine the EOEL's organizational structure to determine if it is adequately aligned with Statue to meet the Office's charge and to achieve the State Plan outcomes

1.2 Collaborates across the public and private sectors and among public agencies to develop shared objectives and to move system-building forward.

- Build strong relationships with private entities similar to those with the public sector and be mindful of supporting private providers' sustainability as expansion of public pre-K proceeds.
 - Seek collaborative opportunities to share professional development opportunities across both sectors
 - Coordinate with DHS Childcare Regulation Program on accreditation efforts within the private sector, offering assistance where needed, and helping to address barriers that impede the process.
- Collaborate with public agencies to expand access to quality public pre-K for 3-and 4-year-old programs as part of the Ready Keiki Initiative, specifically adding 44 classrooms in the upcoming year, in conjunction with the Act 210 timeline.
- Support building workforce capacity by collecting and analyzing retention of teachers and assistant teachers across the system, with specific emphasis upon the impact of public pre-K expansion

1.3 Advocates for legislation that facilitates system-building and the Early Learning Statewide Plan priorities.

1.4 Designs a budget that reflects system-building priorities.

2. Advocacy and Communication

2.1 Utilizes opportunities and effective strategies to articulate the value of a quality early learning system to all stakeholders and the general public.

- As part of the P-20 Attainment Goal, monitor and report the percentage of early care and education settings with a qualified and experienced educator along with retention of educators, with a geographic breakdown.

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2.2 Keeps Legislators informed about the work of early learning statewide and ELB/EOEL annual priorities for early learning.

- As part of the P-20 Attainment Goal, monitor and report the percentage of early care and education settings with a qualified and experienced educator along with retention of educators, with a geographic breakdown

2.3 Provides collaborative leadership across sectors and constituent groups in support of the Early Learning Statewide Plan.

- Develop a plan to create a Parent Council to support the ELB, defining the nature, roles, and responsibilities of the Council and how it will intersect with the work of the ELB for review/approval by the Board.

2.4 Works effectively within the community, including the philanthropic sector, to secure resources and develop effective partnerships to support strategic initiatives

- Continue to expand access to quality public pre-K for 3- and 4-year-olds as part of the Ready Keiki Initiative.

3. Board Relations

3.1 Keeps the Board regularly informed about the work of the EOEL, analysis of relevant data and the progress of shared priorities to facilitate its efforts to make timely decisions.

- Complete a Statewide needs assessment and effectively use the results to inform refining/revising the State EC Plan and system wide goals.

3.2 Demonstrates an understanding of the distinction between the Board's policy-making role and the Director's administrative/operational role.

3.3 Works with the Board to develop and implement strategic priorities to guide the work of the EOEL, including making policy recommendations and revisions.

- Develop a plan to create a Parent Council to support the ELB, defining the nature, roles, and responsibilities of the Council and how it will intersect with the work of the ELB for review/approval by the Board.

4. Operations Management

4.1 Determines and plans for the operational needs to support the building of a system.

4.2 Designs a budget that aligns with strategic priorities, effectively monitors it, makes sound fiscal decisions, and transparently demonstrates accountability.

4.3 Ensures compliance with all local, state and federal regulations

4.4 Recruits, hires and retains qualified personnel, effectively assesses their performance and supports their on-going professionalism and growth.

5. Professionalism:

The Executive Director demonstrates a high level of ethical and professional behavior in their interactions both internally and externally, supports the diversity of our State and models both transparency and reflective practices.

- **ELB ACTION ITEM:** The amendments to the previously Board approved EOEL Director Evaluation is presented to the ELB for approval/vote on January 19, 2024.

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Subcommittee Item 2. ELB Transition Plan per Act 170, 07/03/2023 (Gov. Msg. No. 1273).

- The Subcommittee members discussed implementing the composition of the Early Learning Board as outlined in Act 170, 07/03/2023 (Gov. Msg. No. 1273).
- The Subcommittee members discussed and decided that as new Act 170 Seats are appointed by the Governor (and subject to confirmation by the Senate), pre-Act 170 ELB members would transition out based on the oldest term ending date.
- There are two (2) vacancies from the pre-Act 170 ELB that are no longer active in the Act 170 ELB:
 - Representative of Family Child Care Program Providers
 - Representative of the Hawaii Council of Mayors or Representative's Designee
- There are three (3) current representatives from the pre-Act 170 ELB that are expired (in following order):
 - Representative of Philanthropic Organizations that Support Early Learning or the Representative's Designee
 - Representative of Family-Child Interaction Learning Program Providers
 - Representative from the Hawai'i Chapter of the American Academy of Pediatrics
- The remaining six (6) representatives from the pre-Act 170 ELB will expire in the following order:
 - Representative of a Head Start Provider
 - Representative from the Early Intervention Coordinating Council
 - Representative of Hawaiian Medium Early Learning Providers
 - Representative of Center-Based Program Providers
 - Parent Representative
 - Representative of Home-Visiting Program Providers
- The Chair received two appointments from the Governor to the following Act 170 ELB Seats:
 - City and County of Honolulu (1 of 3 seats)
 - At-Large (1 of 3 seats)
- Based on the decision of the Subcommittee that pre-Act 170 ELB members would transition out based on the oldest term ending date, the first two pre-Act 170 ELB members to transition out will be two of the three representatives whose terms expired:
 - Representative of Philanthropic Organizations that Support Early Learning or the Representative's Designee
 - Representative of Family-Child Interaction Learning Program Providers
- As the Governor appoints new Act 170 ELB members to the remaining seven (7) seats, the pre-Act 170 ELB members will transition out in the following order:
 - Representative from the Hawai'i Chapter of the American Academy of Pediatrics
 - Representative of a Head Start Provider
 - Representative from the Early Intervention Coordinating Council
 - Representative of Hawaiian Medium Early Learning Providers
 - Representative of Center-Based Program Providers
 - Parent Representative
 - Representative of Home-Visiting Program Providers

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