

Early Language Working Group (ELWG)

Minutes

Thursday, August 2, 2018

3:15 pm – 5:15 pm

Hawaii School for the Deaf and the Blind Library

Early Language Working Group Members in Attendance: Jennifer Clark, Carole Duran, Nikki Kepo‘o, Dale Matsumoto-Oi, Angel Ramos, Charlene Robles, Jill Taosaka, Po Kwan Wong.

Public in Attendance: Darci Singlehurst, Keiko Nitta

Agenda Item	Discussion	Action
Welcome/ Introductions—	Group welcomed. The following people sent their regrets: Colleen Momohara, Nikki Kepo‘o.	
Minutes Review and Approval 6/7/18.	<p>Group reviewed to 6/7/18 minutes and revisions to 5/25/18 minutes and whether they can be posted as drafts on the website since quorum was never reached to approve them. They can still be useful as a reference for future discussions.</p> <p>Keiko apologized that she finished the minutes that day so the group did not have time to review in advance. Please let her know if there are any edits.</p>	<p>Keiko to check if minutes can be posted as drafts to DOH website.</p> <p>If people have edits, please send to Keiko.</p>
ELWG Continuation	<p>Group would like to continue as a formal working group and have Dr. Bruce Anderson, the new Director of Health, write letters asking people to continue their commitment to serve on the Working Group.</p> <p>Group would like to continue the momentum of the group and move forward on recommendations for legislative action and funding. Group would like to continue the spirit of the Sunshine Laws with open and public meetings but not have to follow the need for quorum and allow for more than two people to have conversations. The group would also not need to have Permitted Interaction Groups (PIG) to discuss specific topics.</p>	<p>Keiko to follow up with Colin as to whether Senator Baker or Senator Rhoads would be preferable.</p> <p>Will ask Dr. Anderson to sign first set of letters.</p>

	<p>Group also discussed having a legislator to host the group and waiting for Colin to find out if he's had the conversation with Senator Roz Baker from Maui. Senator Rhoads convenes the Keiki Caucus as well as the Deaf-Blind Task Force and his staff attorney Jessie said they would be interested in helping.</p> <p>Prior to legislature starting in January, need to make sure recommendations can move forward whether in a keiki caucus bill or stand-alone bill. Keiki Caucus usually begins meeting at the end of August to prepare for the January opening of the Legislature.</p> <p>Jennifer introduced Keiko to Christie from Maui who is interested in serving on the team and we can provide teleconference line or zoom if technology is available in the meeting room.</p> <p>Group introduced to Darci Singlehurst, itinerant teacher for Windward District.</p> <p>Gwen Palmer has stepped off but Po Kwan Wong, Newborn Hearing Screening Program Coordinator will step on. Dale Matsumoto-Oi will join the Working Group.</p> <p>Purpose of the working group is to finalize recommendations and move them forward for legislative session which is why it might be good to have a legislator co-sponsor this working group.</p> <p>Group would also like to see more representation from the Deaf Community.</p> <p>Group decided that they would like to make decisions based on consensus.</p>	
<p>Legislative Recommendations and Timeline</p>	<p>Legislative Recommendations: Keiko explained that legislative handout distributed today was a condensed version of the recommendations matrix that the group has been working on. For the legislative package, recommendations were included that needed funding or a legislative mandate so that it can become a bill for the legislative session.</p> <p>Timeline: Also included in the handouts was a timeline so the group would be ready for the 2019 opening of the legislature in January. Want to ensure</p>	<p>Group to review matrix to see if there are other priorities that will need legislative support (funding, legislation).</p>

that the legislative bills are crafted by November and start shopping it around in October. Would also like to make sure that the 2019 Legislative Report is completed even though we are not a formal working group by the legislature. This way the report will have to go through the Departments and given to the legislature thru a formal process which might give us more publicity as we go forward. Also want to make sure that the brunt of the work is done before Jennifer goes on Maternity Leave so that she is able to provide input and review.

BOE Policy: Keiko distributed copies of the Board of Education's policy on Deaf and Hard of Hearing Children that was passed in 1998 but revised on 2015.

Legislative Priorities: Keiko explained that there may be recommendations that the Early Language Working Group (ELWG) recommends but that does not always mean it will be supported by the Departments which is why the recommendations are coming from the ELWG. For example, the recommendations from the ELWG supports ensuring there is adequate qualified staffing to support children who are D/HH/DB. EIS has reviewed this request and submitted a request for additional staffing to the DOH. We will not know if the DOH approves this request until the Fall and then we will not know if the Governor approves this request so it makes sense to keep it as an internal DOH request as well as a recommendation from the ELWG as a bill to keep the position moving forward. There may be other issues like this that will need to be addressed.

2019 Legislative Report: Keiko would like to still submit a legislative report so that it goes to the Legislature through the Department of Health so that information is shared and parties are all informed of the recommendations.

Keiki Caucus: No date for the Keiki Caucus meetings have been set but it may happen at the end of August and usually meets monthly before bills are written and voted on in January prior to the start of the session. The ELWG

	<p>may want to make a presentation at Keiki Caucus to put forward legislation and to get support of the legislators and public. Need to develop a fact sheet to hand out because the report will be too big to hand out to everybody. Need to get this done earlier so that everyone can review and it can be posted.</p>	
<p>Qualified Personnel</p>	<p>Charlene reported that EIS submitted a request for a position for Early Intervention. Colleen from Executive Office on Early Learning did not need additional staffing. Members of the ELWG supported the need for a person who is deaf or hard of hearing working with children, not necessarily a deaf educator. This may need more conversation and discussion with the Deaf Community as well as with the Hawaii School for the Deaf and Blind (HSDB).</p> <p>Angel shared that he has a community liaison but only services the Honolulu district but really needs to have a state-wide position. Currently there is no budget that is attached to any of the recommendations which will need to be estimated for the legislative package.</p> <p>EI put in a request for another hearing specialist which will be a new position. Charlene explained that we will have to wait to see if it gets approved through the DOH budget. Keiko explained that if it doesn't get into the DOH budget, the ELWG can still make a legislative recommendation for 2 positions for communications modes. If it gets funded thru the DOH budget which still has to get accepted by the Governor into the Governor's Package, that'll be great. If not, an alternative is to put in legislation through the Keiki Caucus with the ELWG. We will need to be able to collect data to justify the need.</p> <p>Another legislative recommendation that was considered by the ELWG was for the reinstatement of the hearing vision screening program in the schools. Some school nurses may already be doing that but this may not be happening statewide.</p>	

<p>Assessment Tools</p>	<p>The sub-committee came up with a great listing of assessment tools. May need to find a way to make sure that this is happening consistently across the state and that schools are informed of these tools.</p> <p>Another ELWG recommendation was ensuring that there is a standardized protocol for transition meetings and making sure that it was happening in all schools and communities so there is no geographic disparities. This may not need to be a legislative mandate if the departments can continue to work together on this. Need to have agreements between and amongst the departments as to what the assessment tools are and ensure there is uniformity. This hasn't come up as a legislative recommendation as this would need departments to work on this and adopt for their own agencies statewide.</p>	<p>.</p>
<p>Resources</p>	<p>Group continued the conversation of looking at the following items that would need funding:</p> <ol style="list-style-type: none"> 1. Resources on language development for children (birth-5) who are D/HH/DB - \$4,000 2. Comprehensive directory of resources for children and families who are D/HH/DB - \$4,000 3. One Stop Family Centered Resource Center for families - \$75,000. It may be more depending on the hours of operation 4. Parent to Parent Support Network - \$? 5. Positive messaging Campaign – 6. Website for families? <p>Workshops for parents on transition. Leadership Disability Association of Hawaii (formerly known as Learning Disabilities Association of Hawaii) is the Parent Training Center and as part of their training, they are supposed to be doing training statewide on transition. Charlene would like to make sure that EI is included in developing the training to make sure it is in alignment with EI, especially if it's for specific populations like children who are deaf or hard of hearing. Charlene expressed that transition from EI into DOE</p>	

	<p>happens for every child regardless of their diagnosis or whatever reason they're entering DOE so that there is a standard and that there may be additional information from this work group that needs to be included. Carole explained that for DOE, the term transition is usually used for 14 year olds who transition out of the DOE so the language and terminology gets confusing. Darci explained that for DOE, transition is usually about post-secondary transition into the work force. Terminology needs to be clearer when we're discussing transition from Part C to B because DOE uses the term transition to address the students after 14 entering the workforce.</p> <p>Jennifer reminded that all of these recommendations were being piecemealed and we had put it together under the one-stop family centered resource. Keiko explained that this was just a way to make sure we budgeted enough by breaking it down.</p>	
<p>Data</p>	<p>Group needs to decide what are the data we need to collect that will help measure the impact of language on children who are D/HH/DB.</p> <p>Need to check with the longitudinal data system and if it's capturing data on children who are D/HH/DB.</p> <p>Need to be able to collect demographic data on # of children who are D/HH/DB, in which communities they live but also need to collect data on assessment of children to make sure they are on par with their hearing counterparts. This goes back to the question of a common assessment tool. Angel made a great point about how even if you are testing for math, there is still so much literacy involved that it becomes harder for the children who are deaf or hard-of-hearing so that we need to make sure the testing is equitable for children who are D/HH/DB.</p> <p>Po Kwan mentioned the need to collect data on those who are not identified at birth and are not getting any services. She explained that anytime from birth to 5, we lose kids because they are not in any system. Jennifer clarified that there are kids who are latent identified and not receiving services and</p>	<p>Need to check with Colin about what data is collected in the Indiana legislation.</p>

	<p>therefore are not in any system.</p> <p>Angel also shared that sometimes he gets children who have not been exposed at any point to language and they show up at his school.</p> <p>Charlene asked that we figure out the process to capture the data if we're wanting to know progress. We need to determine what's going to be the next measure point to identify so that we can measure progress consistently so if they are moving to different schools or communities, there will be data to collect to ensure they are progressing. Po Kwan suggested revisiting the statute on Newborn Hearing Screening to require the diagnostic result (not just the screening result). If the statute can be amended to require the audiologist reporting at least up to age 3, we can help to make sure there is follow up.</p>	
Announcements	<p>Angel shared that he has a speaker who could address the impact of language on brain development. He had a speaker share information at a training on deaf and language development and brain development and how language deprivation impacts the development of the brain. Angel is willing to set up a webinar for the ELWG and we can invite others since this is an important topic.</p>	<p>Angel will try to set up a webinar for ELWG on impact of language development on the brain at September or October meeting.</p>
Next Meeting	<p>Group would like to hold regular meeting dates, 2nd Thursdays of the month from 3:00 – 5:00. Angel is seeing if he can have his friend do a webinar on the importance of language on the developing brain.</p> <p>May need to find a team to present to Keiki Caucus as soon as the date is set for that meeting. Jessie indicated it would be sometime in late August. We may not be ready for that one so we might shoot for a September presentation.</p>	<p>September 13 October 11 November 8</p> <p>Location should be at the Hawaii School for the Deaf and Blind depending on availability.</p>
Member Updates	None	

Submitted by: Keiko Nitta