

**Early Language Working Group (ELWG)**  
**Minutes (REVISED)**  
**Friday, February 16, 2018**  
**3:00 pm – 5:00 pm**  
**Diamond Head Conference Room 416**

**Early Language Working Group Members in Attendance:** Jennifer Clark, Ed Chevy, Carole Duran, Nikki Kepo‘o, Coleen Momohara, Gwen Palmer, Charlene Robles, Jill Taosaka,

**Public in Attendance:** Patricia Dong, Tabitha Ganitoen, Patricia Heu, Dale Matsumoto-Oi, Keiko Nitta, Karen Quinones, Po Kwan Wong

Agenda Item	Discussion	Action
MINUTES:		
<b>Welcome/Introductions—</b>	Group welcomed at 3:10 p.m. Reminder that the elevators will be shut down at 4:30 so participants must exit the building using the stairs.	
<b>Review and Approve 1/19/18 minutes</b>	The January meeting minutes will need to be approved once there is quorum.	1/18/19 minutes need approval at next meeting.
<b>Update on Legislative Report</b>	<p>Legislative Report was submitted on January 22 to the House and Senate. It is posted on the legislative reference bureau website. There has been no response nor feedback from any of the legislators nor public.</p> <p>Question on the Sunset Date which is currently set for the Early Language Working group to sunset on June 2018. Suggestion for the Department of Health to extend the Sunset Date for the group to continue working on its recommendations. Another suggestion is for a Resolution extending the ELWG Sunset Date. At the December meeting, Colin mentioned that resolutions can be submitted all the way until the end of session. Group</p>	Group needs to decide at the next meeting whether to continue as a formal (subject to Sunshine Laws and need to extend Sunset date) or an informal group. Working groups still have tasks and deliverables to come up with recommendations on Resources, Data,

	<p>discussed whether it is best to continue working as a formal working group (and therefore extend the Sunset date) or as an informal working group convened by the Department of Health.</p> <p>Preference from one group member was to continue as a formal group because there may be better standings when the report is submitted for legislation. Question on Sunshine Law as it applies to formal working group which would include posting agenda 6 days in advance, and making sure all meetings are announced and open to the public.</p>	Assessments, and Personnel.
<b>Structure of the Working Groups [Permitted Interaction Group]</b>	<p>Group discussed the need for workgroups to continue working on recommendations to the ELWG. Group was concerned that it was already difficult reaching quorum and how the existing members might be overwhelmed if they are assigned to more than one working group. Question on how many members are part of the sub-group – response, as many as its reasonable to accomplish the task. Some members who are not present may be asked to serve on the sub-group and others who may not be on the Working Group may be assigned or asked to join the sub-group.</p> <p>Group discussed it may be good to look at short-term and long-term goals so the groups don't get overwhelmed.</p> <p>Dale asked to provide updates on upcoming SKI-HI training on Deaf Mentors, and training to EI staff. DOE also planning training to their staff. Many of these trainings just came to fruition at the last minute which is why it hasn't been discussed at previous meetings.</p>	Group may need to review short term, long term outcomes and goals.
<b>Assessment</b>	<p>Milestone checklist for parents moved to Resource Group.</p> <p>This group will focus on the assessment tools and which DOE and DOH are going to approve and make final. Jennifer Clark, Jennifer Tarnay, and the former DOE (Kris) person before Carol drafted an assessment matrix (submitted in final report).</p>	Assessment Workgroup: Jennifer Clark, Jennifer Tarnay, Carole Duran, Emily Jo Noschese.

	<p>Group needs to look at the question of whether or not what pre-existed and what was being offered was appropriate to whatever option the family decided. Group also needs to look at costs.</p> <p>There may be other districts where the DOE may need to look at costs for equipment along with the assessments.</p> <p>DOH/EIS uses the Battelle Developmental Inventory (BDI). The BDI determines eligibility into early intervention. Need to see if additional assessments would provide additional information for the service plan building because it would give more specific information on the needs of the child.</p> <p>Need to look at all levels of assessment: to see what level the child's language level is at, if they are eligible for a mentor, etc.</p> <p>Question about Deaf Mentor. Carole explained that there is a position at the State office that is supposed to have a deaf educator that does assessments statewide but the position is open. It has just recently become a 12 month position.</p>	
<p><b>Qualified Personnel</b></p>	<p>Colleen mentioned that the group may need to look at what this group can do – and not try to take on all the staffing shortages and workforce development needs.</p> <p>Need to look at:</p> <ol style="list-style-type: none"> <li>1. Existing staffing patterns and vacancies to see if the existing # of personnel are able to respond to the needs of children who are D/HH/DB;</li> <li>2. Vacancies and workforce development needs for this population of children (not the entire system);</li> <li>3. Professional development and on-going training and support needs for those working with children who are D/HH/DB. Need to make sure there is on-going and sustainable training and not just one time</li> </ol>	<p>Qualified Personnel Workgroup: Charlene Robles, Coleen Momohara, someone from DOE, Julie Whitaker, Patty Dong.</p>

	<p>trainings. Need to look at training for existing staff to get them to the right level.</p> <p>Need to look at sustainability of the training. Charlene asked if we need to identify what are the different topics that need training. There may be a lot of training out there but also look at the needs of the larger community. Nikki shared that there may be specific training for different EI providers but there may be other topics that everyone needs training on, including families. Charlene mentioned that there needs to be a way to identify what those evidence based trainings are that are needed and how to ensure it is in an accessible system that provides on-going and updated training as needed. Need to create a system of training and needs to be on-line as well as staff come and go. As an example, Carol shared that DOE is planning on training to bring in hearing itinerant teachers and teachers of the deaf. DOE is trying to be better at providing training that teachers want, including the resource teachers or the DODs. DOE is also looking at providing current and valid evidence based practices.</p> <p>Coleen questioned whether we are looking at the range of birth through five so we are not really just focusing on the training needs related to those within the elementary school. May need to focus the conversation and training needs to the birth through 5 continuum or else it is too big and overwhelming. Once we include the social agencies and higher education, we will need more partners to address these issues.</p> <p>Jennifer commented that higher education becomes a critical partner because if there is no program at University of Hawaii to train teachers or put people into the workforce then we are having to pull people from the mainland.</p> <p>Carol reminded that for DOE, the staffing problem isn't just for 3-5 year olds and that it needs to be for teachers of the deaf in general. Group needs to be realistic in its scope.</p>	
<b>Data</b>	Need to make recommendations on how data can be collected to better	Group to send questions on

	<p>identify children to provide better information and outreach and advocacy to support children who are D/HH/DB. Even if it may not be a large number of children, it is a critical piece of information on language access and there is much research and information to help all children.</p> <p>Concern that since no data exists, and no one has been tracking this, it makes it hard for advocacy because there is no data to show whether or not language affects a child's ability to learn even though we know the research and evidence is there. Concern that we are not able to show that if language is introduced early on, whether there would be less behavioral issues, less children labeled as ADHD, and whatever other developmental delays are impacted. Nikki commented that because there is no system nor no data to report on for children who are D/HH/DB, the group needs to figure out what data we want collected and then how to obtain data. There is data and maybe looking at how other states collect this data will help inform us.</p> <p>Carole shared that there is a discrepancy between the way DOE collects data that does not match with what the group's needs are. There may be changes coming to their electronic Office of Curriculum, Instruction and Student Support (eOCISS) but that may take a while but it is a step in the right direction.</p> <p>Group discussed the need for specific questions that need answered. For DOE, one of the challenges is that students often qualify with one eligibility category and then type in information to supplement. If a child has secondary or third or other eligibility qualifications, that information gets typed in. The child only qualifies with one. So if a child that qualifies with a cognitive delay, but secondary they have hearing impairment, it just gets typed in as hearing impairment and then the child is lost to the fact that they have a hearing impairment. There is no way of following that child unless there is a real diligent effort and hearing itinerant teacher is added on. Need to find a way to track D/HH/DB students. Jennifer mentioned that it is tied to other systems issues like personnel and programing.</p>	<p>data to Keiko.</p> <p>Colin to look at this data issues.</p>
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	<p>Concern that once we start getting into the data, it can be overwhelming.</p> <p>Working on the consent to share data between DOE and DOH is another task assigned to this work group.</p>	
<b>Resources</b>	<p>Resources: Ensuring families are informed on options for children who are D/HH/DB in an unbiased presentation. Group may look at websites, videos, family-centered resource that was discussed. There may be overlap with the Newborn Hearing Screening family workgroup as it has also discussed videos and websites. Concern that the group wants to make sure that this website proposed by the ELWG would be looking at larger than just Newborn Hearing – and it could be a funnel so that families have access to all information, including DOE or others. Newborn hearing may be a part of it but it is for all families.</p> <p>Suggestion for having resources available for teachers that work on neighbor islands who may not necessarily have resources that are available on Oahu. There may be a booklet but it needs to be updated.</p> <p>Suggestion that if there could be information not just from DOE or DOH so anyone can use it like the eligibility meeting has a booklet so that it can be offered at every meeting. This would help meet the needs of providing options for all families in an unbiased presentation.</p>	<p>Resources Workgroup: Nikki Kepo‘o, Ed Chevy, Po Kwan Wong, Jennifer Clark, Danielle Glade.</p>
<b>Newborn Hearing Screening Statute</b>	<p>Group needs to look at changes to the Newborn Hearing Screening Program to ensure there can be follow up should be through a legislative mandate or through administrative rules. The latest draft of the Newborn Hearing Screening Statute amendment will be shared.</p>	<p>Newborn Hearing Screening Statute Workgroup: Po Kwan, Dale, Ed.</p>
<b>Future Meetings</b>	<p>Next meeting date: March 29. Location to be confirmed</p>	<p>3/29/18 next meeting date, location to be confirmed.</p>

Submitted by: Keiko Nitta