

Early Language Working Group (ELWG)

Minutes

Thursday, June 14, 2018

3:00 pm – 5:00 pm

Hawaii School for the Deaf and Blind Library

Early Language Working Group Members in Attendance: Jennifer Clark, Carole Duran, Nikki Kepo‘o, Coleen Momohara, Gwen Palmer, Angel Ramos, Jill Taosaka, Colin Whited.

Public in Attendance: Patricia Dong, Patricia Heu, Dale Matsumoto-Oi, Po Kwan Wong, Keiko Nitta

Agenda Item	Discussion	Action
Welcome/ Introductions—	Group welcomed. The following people sent their regrets: Charlene Robles is traveling for work; Amanda Kaahanui will be on vacation.	
Minutes Review and Approval 1/19/18, 2/16/18 revised, 3/29/18	Group discussed correction to 5/4/18 minutes.	Minutes need approval at next meeting.
ELWG Sunset Date Discussion	<p>Group discussed how they will be moving forward without the extension of the sunset date from the legislature (no resolution was introduced in time). 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 we would not have to follow the posting of the agenda, the need for quorum, and can allow for more than 2 people to have conversations. The group would also not need to have Permitted Interaction Groups (PIG) to discuss specific topics.</p>	<p>Keiko to check on Sunshine Laws and if it’s still applicable to a group appointed by the Director.</p> <p>Need to fill roles: 1) Credentialed teacher who uses oral language for children under age 6 years who are D/HH/DB (Kari);</p>

<p>Group also discussed having a legislator to host the group. Senator Rhoads convenes the Keiki Caucus as well as the Deaf-Blind Task Force. Another possibility is Senator Roz Baker from Maui who seemed to have been a champion in the past.</p> <p>Three options for the group to discuss:</p> <ol style="list-style-type: none"> 1) Formal working group convened by the Director of Health (need to check on Sunshine Laws and if they still apply); 2) Informal Department of Health work group (no Sunshine Laws apply); 3) Legislator convened work group (need to check on Sunshine Laws and if legislator would be willing to host). <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>Emails and phone calls were sent to those who haven't been attending. Kari Filinger from Maui stated that she would not be able to continue. Julie Whitaker also expressed that she didn't feel she wanted to continue. Not sure if she didn't want to continue on the Working Group or the PIG Professional Development group.</p> <p>Group discussed that for individuals who are filling designated roles, perhaps other people could replace them to fill that role. For example, Disabilities Communication Access Board was being represented by Amanda but since she has been busy with SPIN, perhaps DCAB could send a different representative. Also, since Colleen has been representing an educator who works with deaf children using ASL, maybe Angel could find someone else who has more time that could represent in that capacity.</p> <p>Want to make sure there is some continuity on the Working Group so that work could keep moving forward with minimal disruption. Question about</p>	<ol style="list-style-type: none"> 2) Individual who uses ASL (Colleen); 3) Parent of a child who is deaf-blind (Danielle); 4) Parent of child using spoken language (Julie); 5) Parent of Child who uses Total Communication (Ed); <p>Group would like letter from Director of Health continuing for 2 more years (to get through the next biennium). Keiko to work with Alice to get letters signed.</p>
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	<p>some of the parents on the Working Group may have had children who are now aging out of the birth-5 year time period. Do we want to keep them on the Working Group but also look for new parents who would fill the respective roles and have younger children?</p> <p>Nikki in support of having a representative/legislator support the group or continue as an informal group but follow some of the rules of the Sunshine Law to keep open and transparent meetings. Keiko checked with Director's office and he would not be opposed to signing letters continuing the Work Group. Keiko also contacted Senator Rhoads' office and Jesse, his staff attorney, said it would probably make sense for Senator to work with us and champion it through the Keiki Caucus to get support from other legislators. Colin to check with Francine to meet with Senator Baker.</p> <p>Group would like to see more deaf people involved as well as to continue with the structure and the group already in existence. May need another educator from the Deaf School or another deaf community member or parent.</p> <p>Question on how to get parents to be able to attend meetings. Group discussed the need for getting more from the deaf community involved. It's hard to come to meetings or to come after work when you have to take care of families. There's lots of challenges. Is there a way to get parents involved virtually or through Zoom so they could stay in their homes? Zoom is not possible through Sunshine laws because it needs to be a public space. If not bound by Sunshine Laws, we will just need to be able to address having enough interpreters available.</p> <p>Another option is to include parent feedback on different topics or if there are other parent groups we could go to. Perhaps it's possible to have a parent co-chair to make sure parent voice is heard. Angel suggested moving the meeting from 6 to 8 and include dinner right after work. That might be too late for families but perhaps Saturday meetings with a parent group to get their feedback such as on the Family Resource Center.</p>	
Permitted Interaction Group	Permitted Interaction Groups met and the group needs to take action on	

(PIG) Updates	recommendations.	
Resource Materials	<p>Resource Guide question: Is it a general community resource listing or is it focused on resources for ensuring language-rich environments of children who are D/HH/DB from birth through 5. Emily Jo suggested there be 4 different documents:</p> <ol style="list-style-type: none"> 1. Welcome letter; 2. One-page to explain to parents what the resources are; 3. Language Development Resource for Parents of Children birth – 5; 4. General Community Resource Listing of what’s available for families. <p>Group would also like to continue working on the culturally appropriate family-centered resource, commonly referred to as a one-stop shop. Need to look at options for where this would be housed: Comprehensive Services Center (CSC), Hands and Voices, GEM Center, etc.</p> <p>Po Kwan has the Newborn Hearing Screening Program and the Baby HEARS Advisory that also has a parent group working on similar issues. There may be overlap between the groups and we want to make the best use of parents’ time. Some of the elements her grant can help support are: a resource center, training for parents, parent leadership training, parent to parent support training, as well as early intervention staff training. They are also looking at developing a resource website. Her grant is focused on birth to 3 but may be able to help with a pilot.</p> <p>Could look at working with universities or even HSDB for an a/v program that could help with a public awareness campaign. There might be other non-profits that could help. Angel suggested KCC.</p> <p>California gave permission for Hawaii to use their Resource and we just need to credit them. We can put this or the link on the website.</p> <p>Need to look at a web-based portal for families. There are lots of different</p>	<p>California gave Hawaii permission to use their resource just need to make sure to give them credit.</p>

	sites but it may be confusing for parents because there are so many of them: DOH/CSHNB/Early Language Working Group; CSC; DOE; others. What is needed is a centralized website that may have links to others.	
Assessment Tools	Need citation from Jennifer Tarnay and need to make sure it can be distributed. Letter or Memo would need to come from Superintendent for it to be distributed to school/line staff. Want to ensure that all districts and schools know about these resources so children can be properly assessed.	Need to finalize and develop memo/letter for distribution to schools/districts.
Data	<p>There was a suggestion that Hawaii work on legislation modeled after Indiana statute to establish a central body responsible for monitoring and tracking the identification, early intervention, education, and successful transitions of children who are D/HH/DB from birth through a specified age. Indiana's legislation goes all the way up to 21. Recommendation was to come up with legislation around creating this database.</p> <p>Database would contain statistical information: how many kids were born, how many were referred to early intervention, how many got into DOE.</p> <p>There would also need to be data on assessments so it was not just the physical data but also where they were on language and literacy regardless of communication mode. Need to have a standardized assessment. Angel shared that they have a community outreach specialist who is trying to collect this data. Problem is that the assessments aren't always the most appropriate for deaf children. Angel shared the example of looking at math assessments and it is very English based and English oriented not really on math competency. Problem is that there aren't tests that are standardized on deaf and hard of hearing population. Nikki shared that assessments are still being done based on a hearing child.</p> <p>Need database to capture different sets of data:</p> <ol style="list-style-type: none"> 1. Track and count the number of children who are D/HH/DB because it is hard to justify resources supports that may be needed if we aren't accurately capturing data. 2. Data on assessments of children to show how these children stand as 	<p>Maybe need to expand the committee (Colin, Angel, Po Kwan, Jill?) or look at the MOU between DOE/Preschool Special Ed and DOH/EIS.</p> <p>Coleen to check with the Statewide Longitudinal Data System if they are collecting information on children who are D/HH/DB.</p>

	<p>far as their academics or language so we can show that we are closing the gap.</p> <p>Colin pointed to the Indiana legislation where a significant part involves having the transition plan from the current system to the new centralized system. This might need a unique identifier so children can be tracked from DOH to DOE and all the services in between (if the family or child moves to a different school, complex, island, etc.). Also need data on what type of language mode the family has chosen. Start with how many we have, where they are, who's responsible for them.</p> <p>Suggestion that there is an already existing Memorandum of Agreement between Department of Education/Preschool Special Education 619 and Department of Health/Early Intervention.</p>	
Qualified Personnel	<p>Group really needs to be able to address improvements concerning transition of children from 3 to DOE. Still needs to be standardization so that there is equity for all communities. There may be some cultural reasons why families choose not to engage, this needs to be addressed as well.</p>	<p>Sub-committee still needs to complete matrix of existing personnel, categories of personnel needed that provide direct and indirect support for children and look at professional development. Need to look at preservice and in-service.</p>
Next Meeting	<p>Next meeting date: August 2, 3:15 – 5:15. HSDB.</p> <p>No meeting in July.</p>	
Member Updates	None	
Public Comment	None	

Submitted by: Keiko Nitta