Early Language Working Group (ELWG)
Minutes
Thursday, March 29, 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 Kepoʻo, Emily Jo Noschese, Collin Whited, Jill Taosaka, Jennifer Tarnay

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

Agenda Item	Discussion	Action
Welcome/ Introductions—	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.	
Minutes Review and Approval 1/19/18, 2/16/18	Group suggested revisions to 2/16/18 minutes.	Minutes need approval at next meeting.
ELWG Sunset Date Discussion	The Early Language Working Group is set to officially end in June 2018. The group discussed the options of continuing as a formal legislative task force subject to Sunshine Laws and Open meetings or informally as a working group not bound to Sunshine Laws. Whether or not it is a formal or an informal working group, there is still a legislative report that would need to be completed as there were recommendations that needed to be made by from the sub-groups. Colin was able to research some of the options and although the deadline for resolutions has passed, the Director of Health can reappoint members to serve for another term. The Office of Information Practices rules around Sunshine Law explained that technically meetings are supposed to end if there is no quorum. Comments from the public can be accepted but not discussed since there is no quorum. Also, Sunshine Law also applies to sub-committees or working	Keiko to check on zoom link to meetings as they are open to the public. Also need to find out the process for polling members if they would like to continue. General consensus that the group would like to continue working as a formal working group.

	groups and must technically have as many members as there would be for quorum at the regular meeting – in our case that would mean that there needs to be nine members for each sub-committee. Another option is to create Permitted Interaction Groups (PIG) which allows smaller working groups to meet three times. The first time is to decide what the scope is and what is needed to be accomplished. The second time is to come up with recommendations which they share with the full ELWG. The ELWG would not be able to discuss it until the third meeting as they are only allowed to hear the recommendations.	
	The ELWG has been following the spirit of the law and kept meetings open to the public and transparent in its processes. We have posted meeting notices and provided accommodations as needed. It has been difficult to maintain quorum because of everyone's busy schedules. Question on whether it is possible to replace members who have not been attending. It has also been challenging to allow telephone or webinar participation as members must make their location open to the public. There is a caveat that for a board member with a disability or an impairment that limits their ability to physically attend the meeting, they may attend via connection by audio or video means from a private location, not open to the public.	
	May need to check on the possibility that the time and location may be hard for folks.	
Permitted Interaction Group (PIG) Updates	Permitted Interaction Groups have met and will be reporting back.	.
Assessment	Jennifer Tarnay, Jennifer Clark, and Carole Duran were able to finalize the Assessment matrix. Group had met previously and came up with definitions between milestones and assessment and went into the Legislative Report as Attachment D. Group had a phone conference to refine the list. Group was tasked to make recommendations to the Department of Health (DOH) and Department of Education (DOE) on the assessment tools with the options for the different types and levels and degrees of hearing loss and children functioning at different levels. Recommendations are for staff to be able to	Group will draft language for instructions/explanation of the matrix of assessments and caveat for sensory profile.

	use any of the recommended assessments and to design the assessment based on the student's need and functioning level. Need to have instructions so professionals know what to do and why they were created so the protocol is established and adopted by the departments. Question on the sensory profile – should the assessment be listed as communication or sensory processing. The sensory needs being looked at include a communicative component. Jennifer T. will draft caveat for this to explain how it relates. The last page of the document lists user qualifications and the different levels of qualifications that were based upon what the different protocol manuals are using.	
Resource Materials	Nikki, Ed, and Keiko met to discuss via zoom. Already a lot of work already done: • Milestone list – recommendations on California Department of Education milestones, parent/infant hearing program and ASL stages of development. • Community Resources was developed and included in the 2017 Legislative report. The Community Resources may need to be updated. Concern that this list is for families – which is implied in the Spirit of the Bill. Concern that this may be focused on infants and toddlers and want to make sure it includes information from Early Intervention to DOE. Question on whether individuals should be listed and how that information would be updated. Need to correct and find the right information for Marissa Tomei, for example. Question for the sub-committee to address – if we have a list like this, what do we do with it? How does it get distributed, how does it get institutionalized and shared across EIS and DOE? Is it possible to get posted to a website and how will it be updated. EIS could distribute to families and it would be nice to have it housed online. o Suggestion for University of Hawaii Center on Disability	Need to finalize the Milestone list – is this complete? Community Resource List follow up includes: 1. Need to update and make sure it's in a family-friendly format; 2. Decide how it will be shared – posted on different department/agencies websites; 3. Decide how it will be distributed with families – EI can pass it out, how about DOE? What about

Studies Comprehensive Support Center (CSC) to post on their website and others to post as well. Could include as a pdf and list the date so people would know that the resources were available as of the 2018 date.

- o Suggestion to come up with a list and have the ELWG approve as a good list and say that it was developed by the Early Language Advisory Board in July 2018. It may be subject to change but everyone would be able to use it. In the future, if the CSC or another organization could take it over, then that would be great.

- Family Centered Resource Center – wanted to ensure that it could be virtual but also accessible to families who did not have Internet connection. ELWG recommended that it service families in different modes such as those who wanted to call or talk to a person. Flowchart was developed but details need to be flushed out. Need to check what other states are doing. Suggested that the group look at Judy Rems Mario who was hired by the California Department of Education who oversees the SB210 where it was mandated for their DOE to be the central hub so everything is placed on one website – the California Department of Education website. Everything is filtered through the website which includes training and resources. Since California is responsible for 0-5 year olds, it is easy for it to be on one website. How would it be for Hawaii where it has the 0-3 system in DOH and the 3-5 year olds in DOE. How would it be maintained when everyone is already stretched thin. Suggestion for it to be under the Early Hearing Detection & Intervention (EHDI) website. Currently Children with Special Health Needs is a repository for the ELWG material. Also need a number to call for families who do not have access to Internet. Options:
  - o EHDI
  - o CSC
  - o DOE/DOH
  - o One Stop Shop Option

families who are not connected to either system yet?
4. Decide how it will be updated and how often;
5. Decide whether to include individual names – what is the process for including people listed as resources – do we need their permission?

Group needs to continue discussion on Family Centered Resource.

Group would like to make recommendation that the 2019 legislative session includes a bill to create a one-stop shop position. Need to start thinking about developing language for the bill and what that position would look like. Jennifer T. to start looking at a budget for someone to build a website or determine which website to house a resource for families and include

		CSC would need funding to expand its offerings. Right now there is only funding specific to Vocational Rehab. Concern is how to ensure that resources are available to families in an unbiased option and presented in a way that all arrays of opportunities are available. The group also wanted to make sure that there are options for families to access the information via the web for those who have Internet and have other options available. Is there a way of sharing information consistently and in a uniform way to standardize the information that is being shared. Suggestion to have a central place for families to call so they can be directed to someone who can help. Is there a professional resource listing that could be anyone who could help with professional resources – assist with language, offer options for learning ASL or other forms, assistance with speech therapy. Is there a business listing as opposed to a person because that might change. If a family from out of State were to call DOH, they would probably get referred to EIS. If a family were to call DOE, they would get referred to the home school. The home school is where the process starts. DOE gets trained on this every year – if a family has a concern about their child, send them to the home school, have them set up an appointment with the principal or vice principal and begin the process. Group also discussed the need to capitalize on a positive public awareness campaign which can be costly but could then focus on the need for funding to support and promote deaf/hard of hearing/deaf-blind. Might be able to use awareness to direct families to resources.	parent-to-parent resources and/or a person to talk to.
	Data	Many of the recommendations for the data needs were already identified in the 2017 legislative report. Colin reported that at the recent conference in Denver, someone from Indiana shared that they have a data tracking program for birth – 22. They managed to develop a process where every child is given a unique identifier that stays with them from the moment they're	Group would like to add recommendation for legislative request for funding for the data system.

	identified until they're out of the system. May be able to ask them to work with us. This would help with the continuity issues. Might be able to build on the EHDI system which uses their own database that includes all children born in Hawaii and the screening history and hearing history. Children are identified with a medical number but it stops after they turn 3. May need to see if more can be built on this for children after they turn 3. Early Intervention has an Early Identification number (EI number) that is just for EI. DOE also has its own number assigned. If there were one database that could share all three databases that would help centralize the information.	
Qualified Personnel	Coleen, Charlene, Patty, Carole, Julie met to discuss. Large personnel issues in finding qualified staff. Scope was looking at those who are working with deaf, hard of hearing and deaf-blind children. Three areas to address: 1. Existing Personnel and Needed personnel – need to come up with a matrix to see what the existing personnel are. Question was on determining who we are talking about for personnel – those working directly serving the children? 2. Professional Development – what types of training are we talking about and how to make sure opportunities are available for sharing. Is there a training calendar available? Who supports the people who are trained once the training is done. 3. Workforce Strategy – need to look at higher education making sure we grow the workforce and support those already working in the field. What type of supports are in place to keep people here. This is a larger professional development system that needs addressing. Question on whether there is going to be a reinstating of the Deaf Educator program at University of Hawaii. College of Education is looking at grants to support Deaf Educator Program. This has been an area of need and it is becoming a focus but still need to do more convincing of people within the department. May need to be a legislative bill to support (fund) the Deaf Educator program at UH. May need to call UH College of Ed Recruitment	Group would like to recommend the need for funding for the Deaf Educator Program.

	Specialist to document the need for the Deaf Educator program. Need to make sure there is qualified staff/specialist who can institute the program.	
Next Meeting	Next meeting date: May 4, 3-5. Location to be confirmed	5/4/18 next meeting date, 3:00 – 5:00, location to be confirmed.
Member Updates	None	
Public Comment	None	

Submitted by: Keiko Nitta