Early Language Working Group (ELWG) Minutes
Friday, May 4, 2018 - REVISED
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 Kepoʻo, Coleen Momohara, Emily Jo Noschese,

Public in Attendance: Patricia Dong, Dale Matsumoto-Oi, Keiko Nitta

Agenda Item	Discussion	Action
Welcome/ Introductions—	Group welcomed. The following people sent their regrets, Colin, Jill, Charlene, Gwen.	Keiko to send reminder email to those who have not been showing up.
Minutes Review and Approval 1/19/18, 2/16/18 revised, 3/29/18	Group questioned if quorum could be reached through the regularly attending members – reminded that Act 177 had list of 17 members.	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. Question if new members could be added or to find replacements in old slots. Question on if there could be an opt-in option or a deadline to respond. Group would need to think about the process for replacing those who choose to opt out. Deaf community needs to be more actively involved if they want to see change. Otherwise the departments may run the work group however they want. Possibility that by letting the original group sunset, there could be new members and replace those who have not been regularly participating. Suggestion for an opt-in option. Want to make sure that objectives should	Need to check with Colin on how legislative bills can be processed or submitted on behalf of the recommendations from the group. Need to check with Colin about both the resolution, the extension, and other options. If there is a proposed bill, how would that get included? Need to check with Colin on

	stay the same or else conversations will sidetrack from the bill. Whoever sits on the board might move it in a different direction. Still want to keep the majority deaf/hard of hearing/deaf-blind. Do not want to have hearing people making decisions for deaf people. Question on age of child for parents who are on the Board. If children have aged-out, do we need to find new parents of children birth-5? Question on how to keep the momentum going. Would like to also include more people who sit in positions that can make decisions based on the recommendations. It is a an election year, therefore it might be a good time to find people interested in supporting recommendations. Perhaps would be a good time to start collaborating with those who are running and start to build on something so it becomes more powerful when bills are introduced.	the legislative process as well as the sunset process.
	The Office of Information Practices rules around Sunshine Law explained that regarding the use of video or tele-conference, a member must still make that meeting space open to the public. If a video-conference or tele-conference line is provided, the public can use it. However, a board member must still make that location that they are calling or videoing in from public.	
	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.	
	Group discussed why there might be difficulties getting members to attend – traffic, time of date, meeting location, not having regular standing meeting days/times/locations. Suggestions for improving attendance: change the time to 1-3 during work hours; keep it at the School so participants could attend, have it on days when there are no faculty meetings or early release days,	

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	keep it during work hours so staff get paid to attend.	
	Group would like to ensure that the work keeps moving forward and that there is a balance of team composition and engagement from the deaf community. Would probably still want to do a legislative report for 2018 so that recommendations for the 2019 Legislative Session are already vetted and ready to present. Whether it's asking for funding for positions, trainings, or programs, would probably want to have the legislative agenda already prepared. Question on if the working group would need to be re-introduced in order to submit legislative proposals since it wasn't officially extended as a Resolution by the Legislature. Need to check with Colin on how bills can be introduced.	
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 added language and instructions on why the document was created and how it can be used. Question on how this document will be used statewide or at least available so people know that it exists. Carole explained that they have a State Diagnostic Team for the Deaf and Hard of Hearing and Visually Impaired Students for Hawaii DOE. The team can share the document with the districts. Might be possible to get to neighbor islands if they have district meetings. Carole working with the state level speech-language pathologist who oversees several related services (speech, O/T, P/T). Currently in the process of getting out there and letting people know who she is and what she does. Working group discussed that ideally the team will have a deaf educator or any professional who is deaf. [It was explained that a new qualified Teacher of the Deaf would be starting on July 1.]	Jennifer Tarnay to find reference for the citation on D/HH children having a higher chance of dual diagnosis or may be more vulnerable to sensory processing disorder. Need to find a way to ensure all districts are aware of the tool and continue building awareness and relationships with the schools and districts. Patty to check on MOA with DOH and if it can be added as an addendum.

	Question on the parameters for the request. Could we draft a bill to get a deaf person on the diagnostic team? It would be nice to have a deaf person on the team. As long as recommendations comes from the group to help support children who are deaf/hard of hearing/deaf-blind. Emily Jo recently did a training for the Department of Education (DOE) which was fabulous. DOE needs to be able to justify the need for a position. It is a slow process but feels like there's momentum coming from the group and a supportive boss. Needs to be something formal coming from the state level. Possibly have the workgroup write a letter to the DOE Superintendent to explain about the Assessment list and ask her to disseminate. Can it piggyback existing processes like IEP? Can it be "shared" or "told" to use the tool? May need to start with the Assistant Superintendent. This would not be a legislative mandate – just need to get DOE's approval to share. Julie commented that the group was intended to disseminate recommendation s to someone in leadership positions. Patty shared that since this is a tool to support kids 0-5, we already have a Memorandum of Agreement (MOA) with Part C. In the MOA, it talks about trying to support kids transitioning into DOE. It may be possible to add as an appendix or an addendum to promote and say that this is what we agree on so when the MOA goes out, schools are notified and districts are notified to the process. We may already have a process established. Group would also need to do outreach specific for 3-5 year olds. Already have someone doing outreach for 3-22.	
Resource Materials	Group took out some resources that were no longer in service and took out Professional Resources. Question is what do we do with the document, who is going to update it regularly, how will it be used, how will information be shared? Jennifer re-iterated her question that was raised in previous conversations, "if	Group needs to redesign it so it may be more parent-friendly and provide options for parents who want additional information on resources in their

	the focus is on birth to five, this list doesn't necessarily support that population. Is it too wide of a scope? In previous conversations the group agreed that yes, though the intent was for children birth to 5, some of the services support the whole family. Group needs to decide how this document is going to be distributed or posted. Julie suggested that if it were online, it could be formatted to filter for just the 0-5 parents. It might be good for parents to have all options available. Question about bowling – might not be age appropriate for the child, but might help families connect. Jennifer reminded that if we are thinking about supporting language development in birth to 5, is the bowling league the best fit? Emily Jo suggested it could be two packets – one geared towards 0-5 language development and another geared towards community resources. Have two lists so parents could have two things and not just one big document. They can choose what they need when they need it. Do not want to give too much information and paperwork otherwise it is overwhelming for parents. CSC was coming up with a proposal to develop and house a website or one-stop family centered resource document. Will need to have an idea of what needs to be funded and for how much.	community. Need to redesign to be able to have two packets: 1. Resources for parents who find out they have a deaf child – geared for language development. 2. Expanding the list to include resources that families might want to know about. 3. One paper that summarizes and explains things in an easy read. Might be a welcome letter for parents. Need to remind Jennifer Tarnay about the CSC proposal.
Data	Colin managed to get in touch with several states about their current practices in gathering data relating to language assessments of children who are deaf and hard of hearing. A common response centered on the ability to centralize this data which was a challenge primarily due to restrictions on sharing protected health information. Some states managed to resolve this by developing a memorandum of understanding between the diferent agencies for Part B and C. However, even with an MOA in place, limitations still exist in terms of identifying a central body for gathering and tracking the data. Most sates identified Indiana as a best practice model for centralization. The ELWG may consider proposing legislation modeled after the Indiana statute that would establish a central body responsible for	Colin willing to work with anyone on this recommendation.

	monitoring and tracking the identification, early identification, education, and successful transitions of children who are d/hh/db from birth to a specified age. Indiana goes up to 21. This would include all d/hh/db children who are enrolled or preparing to enroll in an early intervention service with the intent of ensuring the children acquire optimal language skills and academic abilities regardless of mode of communication.	
Qualified Personnel	Departments need to look at staffing and positions and have different processes for requesting additional staff. EOEL does not need a position at this time. EIS would like to have two additional positions that could support all communications: Total, American Sign Language, and Oral. DOE has their own process to review position needs. DOE Office of Human Resources is looking at data requested. Benefit of having the working group make recommendations, is that it broadens the conversation and takes family needs into consideration. The other part of the Qualified Personnel topics is on workforce development and professional development. Julie reminded that it is hard to envision what is needed without seeing the snapshot of what is already existing. Conversations cannot only be internal to the departments. Parents need to be engaged to see what is available and sidebar conversations with the departments do not allow for this to happen. Group still waiting for Office of Human Resources to help populate the matrix of existing personnel. Nikki reminded that we want to make sure that we are also targeting the right qualified personnel as well.	PIG group needs to populate the existing personnel matrix.
Next Meeting	Next meeting date: June 14, 3-5. Location to be confirmed No meeting in July.	6/14/18 next meeting date, 3:00 – 5:00, location to be confirmed.
Member Updates	None	
Public Comment	None	

Submitted by: Keiko Nitta