

Early Learning Board (ELB)
Thursday, December 13, 2018
1:30 am – 4:00 pm

The public may attend the meeting in any of the locations specified below:

Main Site: CEED Center, KCAA
2707 South King Street, Honolulu, HI 96826

Advisory Board Members in Attendance: Bob Peters, Edel Baguio-Larena, Dana Balansag (for Director Bhanot), Kaina Bonacorsi, Mike Fahey, Camille Masutomi (for Superintendent Kishimoto), Ben Naki, Namaka Rawlins, Wai’ale’ale Sarsona (for Jack Wong), Stephen Schatz (for President Lassner), Cherilyn Shiinoki, Matt Shim (for Director Anderson), Ann Tom, Mari Uehara

Absent: Jin Chang

Executive Office on Early Learning staff in attendance: Lauren Moriguchi, Wimmie Wong Lui, Jeff Larson

Public in Attendance: Cindy Ballard, Robyn Chun, Katie Danner-Demmin, Mandy Finlay Fernandez, Deanne Goya, Barry Kwock, Terry Lock, Donna Lum-Kagawa, Kathy Murphy, Cheri Nakamura, Mary Ann Nemoto, Melissa Pavlicek, Caroline Suga, Kim Guieb

Agenda Item	Discussion	Action
MINUTES:		
Welcome/Introductions – Bob Peters	Bob welcomed the group at 1:35 p.m. and began the meeting by reading the ELB mission statement.	
Review and Approve 11/08/18 minutes – Bob Peters	The minutes of the November meeting were approved with the following corrections: <ul style="list-style-type: none"> • Spelling of Bob Davis’ name on page 1. • The third to the last bullet point in the Review Agenda Outcomes section on page 5 – “Have 4 volunteers (Cherilyn, Deb, Kerrie, and Namaka) to do an OpEd piece before the Legislature convenes – from a family and system perspective.” 	

<p>House Education Committee Priorities – Rep. Woodson</p>	<p>Bob introduced Representative Roy Takumi and Representative Justin Woodson and thanked both Representatives for joining the meeting. Representative Woodson had requested to meet with the ELB members to share priorities related to early learning for the upcoming legislative session.</p> <p>Rep. Woodson announced that he currently serves as the chairman of the newly formed House Committee on Lower and Higher Education, whose scope includes programs relating to pre K, K-12, and higher education. He informed that the Committee will be assessing the public education system based on two variables: fairness of administering public education to its members and its effectiveness as an individual school system in preparing teachers/students for the future. This would include evaluating how best to accomplish a high-quality education delivery system and... that means having the system interact with each other, rather in silos. He identified public education as higher education, K-12, public charter schools that provide alternative learning environments, and EOEL, who has authority over the preK space.</p> <p>Rep. Woodson affirmed that EOEL will continue to spearhead the expansion of the pre K program in Hawaii. He shared that,</p> <ul style="list-style-type: none"> • EOEL has a well-thought out plan and coordinated strategies focusing on high quality pre K education delivery system, including PD opportunities, high caliber early development standards, 1:10 teacher to child ratio, assessing of teacher-child interaction, and child social and emotional skills development. It applies a holistic learning environment of program 	
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	<p>implementation, which includes support that the office provides to the teachers and principals.</p> <ul style="list-style-type: none"> • Previously, when early learning was under HIDOE, Hawaii’s quality ranking had been 2’s and 3’s out of score of 10. Since the transition to EOEL, recent NIEER (National Institute of Early Education Research) reports have ranked Hawaii’s early learning as 7’s and 8’s and Hawaii is seen as a leader in high quality early education. <p>Although the public education system has made some great strides over the years, Rep. Woodson commented that we still have a lot to do. Nationwide, he added, we are moving to ensure all of our systems are internationally competitive; we are competing in a global economy; and we need to concentrate on improving our disciplines to achieve that goal.</p> <p>He shared that the House Committee would be working on a modest support to assist the EOEL office (i.e., funds for computers, additional positions, etc.). With regard to the pre K expansion plan, a proposal would include a transfer of weighted student formula funds of the 18 to 22 elementary schools, which the schools have been using to operate pre K classes, to EOEL. This would provide uniformity of high-quality standards across all elementary schools delivering a state-funded pre K program.</p> <p>Rep. Takumi was asked to share the legislative history of early learning in Hawaii and key measures that have passed over the years (handout). He informed that EOEL was established to be an independent office,</p>	
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	<p>first under the Governor’s Office and now administratively attached to HIDOE. He explained that all programs need to be attached somewhere and State Library, Charter School, Hawaii Teacher Standards Board and now EOEL are attached administratively to HIDOE. These entities continue to operate autonomously and independently from HIDOE. Administratively attached, he clarified, did not mean that the hiring and firing of the directors of these entities, for example, fall under the purview of BOE or the Superintendent. He emphasized that Act 202 (2017) stated EOEL director serves as the principal officer of early learning in the state government. This was intentionally done to ensure that this position was responsible for the implementation and designing of programs, policies, and activities related to early childhood, and not the chair of the board or the superintendent. He noted that there seemed to be a misunderstanding and miscommunication between ELB/EOEL and BOE/HIDOE about the administration of the public pre K program.</p> <p>He stated that he agrees with Rep. Woodson about the importance of early learning and social indicators that reflect the result of high-quality early learning system. If BOE and the Superintendent would like to do something around early learning, he explained, then they need to request to repeal the legislature to change the jurisdiction. Aspirationally, he shared, it would be desirable to have preK be part of the K-12 system. But, this is further down the road.</p> <p>Bob opened the meeting for questions and discussions.</p> <ul style="list-style-type: none">• Is the plan to support the school budget in weighted student formula for those schools with EOEL classrooms?	
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	<p><i>The preK programs in the 15 to 22 elementary schools that were created using the weighted student formula would be removed from HIDOE and operate under EOEL’s jurisdiction, as indicated in statute. These pre K programs would come under EOEL.</i></p> <p><i>It was further explained that there is a certain amount of flexibility for schools in using the weighted student formula funds. Some principals decided to create pre K classrooms – this was a great thing. But these schools were not part of the quality standards and criteria developed by EOEL. Recommendation from other states has been “quality, quality, quality.” If states could not address quality, the recommendation was not to do it. Educators should receive same support, i.e., PD and other tools that result in high-quality offered by EOEL.</i></p> <ul style="list-style-type: none"> • <i>How will this option be different from how it is now? Currently, there are 2 sets of public early education, adhering to 2 different sets of standards. Because EOEL has shown great results, the public pre K programs should build off of this system.</i> • <i>If it was principals’ decision to use the weighted student formula to open up a pre K class, how do we work through this with the principals? What does this mean for the principals? If they want to have early learning program in their schools, then the principals would have to follow the appropriate request process. This process would not change. How this would look in practice would be decided by the legislative</i> 	
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	<p><i>process. Because EOEL has been achieving high-quality results, why deviate from it? The high-quality standards in the pre K system should be maintained and supported.</i></p> <ul style="list-style-type: none"> • What would be principals' oversight and authority over the weighted student formula funds if they choose to create pre K classroom based on community needs? Does this mean that the funds would be fiscally and programmatically not part of their allowance? <i>No, that is not what the proposal is saying. As it relates to early learning, statutorily, the programs would be under the authority of EOEL and they would be adhering to the quality standards of EOEL.</i> • Approximately 25-36 principals have voiced their commitment for pre K program. Does this mean that these commitments would be set aside because now there is a vetting process? Or would there be opportunity for a co-existence of the two options. HIDOE can deliver quality and can always improve. How can the two work together because of high need? <i>Partnership between HIDOE and EOEL will continue to be important. EOEL will be in contact with the principals to work with, to educate, and to build out the pre K space. Funding will be redirected to EOEL office.</i> • Would this include the Charter School Commission's pre K request? <i>The funding mechanism for the Charter Schools is different from the traditional school system. There will be no redirection of HIDOE funds to the Charter Schools. There will be an</i> 	
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	<p><i>increase in funding for Charter Schools, i.e., increase in facilities funding.</i></p> <ul style="list-style-type: none">• What about the schools who have been pretty progressive, such as Hana Elementary School? They have used weighted student formula to operate an early learning program prior to EOEL program. Moving forward in terms of EOEL supporting these schools, ELB would want to know who and where are the schools that have been progressive. If they have been progressive in offering preK program, there is an inference of quality. How can these principals be supported continuously so that they feel they are part of the process and not feel that something is being taken away from them? We need to do a better job of supporting them. <p>There is a lack of understanding amongst the community and principals in terms of what they were signing up for. At the end of a meeting, the principals were asked to raise their hands if they had space – some did not raise their hands because they did not know what was going on. The 22-35 principals who raised their hands were not aware that the space question was related to pre K and were not clear what they volunteer for.</p> <p>In looking at vetting and identifying these schools, there should be additional conversation with the schools and the communities that would be impacted – what is going on and what would be best – so that the principals still has input in the process. There may be needs that have not been thought about here but are known by the schools in the community. How do the community preschools fit in for the future? Universal</p>	
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	<p>preschools will affect everybody in the future.</p> <p>A lot of time has been spent talking about 4-year-olds but this is not the only thing EOEL and ELB is about. Even without the 4-year-old program, EOEL is charged with supporting the whole early learning system, which includes community pre K and babies. Priorities, planning, and funding should be addressing the whole system. What additional conversations need to happen so that it expands beyond public 4-year-old program?</p> <p><i>If the community is interested in expanding pre K space, the legislators will support to fund this. There are still a lot of needs and the impact is pretty significant.</i></p> <ul style="list-style-type: none"> • Moving forward, will there be clarity with legislature about roles, responsibility, and accountability? We would like to figure out a way to clarify the roles... is there a way to integrate expansion across agencies without limiting ourselves? There is a conflicting authority sitting in the same building. The public pre K is under the direction of EOEL Director whereas the Superintendent is ultimately responsible for the institution. How would the authority be defined so that they can effectively work together? <p><i>We don't want the legislature to be too prescriptive. The security of the campus falls under the jurisdiction of HIDOE and the classroom learning space statutorily falls under EOEL.</i></p> <p><i>Clarification: This should not be an issue. Comparing to the state library system: under the HIDOE budget, state library line item is not an issue. The Superintendent does not establish</i></p>	
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	<p><i>community-branch libraries. There is no specific statute saying that the Superintendent cannot establish branch libraries. It is understood based on what the charge is of the Superintendent. Similarly, the Superintendent should not establish public preK. Previous Superintendents did not say they would be interested in creating a P-12 system. So, all bills related to preschool went to Department of Human Services. Early College program is another example of how collaboration between high schools and community colleges have worked together to ensure quality and implement a process of supplementing rather than supplanting high school credits. Each entity cannot do this work alone. In the pre K endeavor, the similar level of collaboration and coordination would be expected.</i></p> <p>ELB member added that this is also the case with DOH and DHS. All three state entities, DOE, DOH, and DHS, with specific responsibilities come to the table to inform ELB. It is job of the ELB to be informed. We would like to know that EOEL has the support and the purview, and has been putting out quality component in designing the 4-year-old program.</p> <ul style="list-style-type: none">• In the health care system, patient is sent to where the best care would be provided and is not about the money/funding. Similarly, if the principals are interested in preK, then the monies should be in EOEL. EOEL can provide the training, materials, quality standards – they are the early learning specialists. HIDOE can focus on what they do best, which is K-12 system.	
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	<p>One last comment from Rep. Takumi was that from the legislative point of view, if the principals are using weighted student formula to operate pre K class, there should be, at a minimum, some level of communication, collaboration, and incorporation with EOEL.</p> <p>Camille shared that she would follow up on fiscal, HR, programmatic, partnership, data points, funding stream – where things are invested, how they were invested, how they were set up, and what types of support were available for these schools.</p> <p>Rep. Woodson shared that chairs would be responsible for constructing the budget and so the House Committee would be more involved. He welcomed the expertise of the ELB members and the information in establishing a high quality system. Bob invited Rep. Woodson to use ELB as a sounding board.</p> <p>A request was made for HIDOE to provide a list of the schools that have been using weighted student formula to run pre K programs. The information would be provided at a future ELB meeting.</p>	
<p>EOEL Director’s Report/ Questions – Lauren Moriguchi & Wimmie Wong-Lui</p>	<p>Lauren announced two clarification from the written “EOEL Updates for ELB Meeting” (handout) that was previously emailed to the members.</p> <ul style="list-style-type: none"> • EOEL office would be moving in early January, and not in December. due to electrical work needed to be done in the classrooms for the office at Kuhio Elementary School. Once established at Kuhio Elementary School, EOEL office would have a different phone number. • Most current notice indicated that PDG B-5 award announcement would be made at the end of December and not mid-December, as previously informed. 	

	<p>Questions and responses regarding the updates were as follow:</p> <ul style="list-style-type: none"> • Under the Capital Improvement Projects, how does the General Obligation Bond Funds relate to the budget request? <i>Lauren requested the help of HIDOE to answer this question because she was also not familiar with how bond funds are used.</i> <p><i>Camille shared that she would take the question back to facilities and fiscal circle to respond since she was more familiar with the academic/program side.</i></p> <p><i>Bob shared that it would be helpful to have a better understanding and have some clarity of what it meant to be using the General Obligation Bond. With the understanding that there are separate funding requests: one for operation and another for facilities – do the bonds have to be approved beyond legislature, do the monies generally appear in the budget?</i></p> <p><i>Camille to follow up and provide more detailed information.</i></p> <ul style="list-style-type: none"> • What would be ELB’s role with the NGA Workforce Grant? <i>ELB would be part of the convening facilitated by One Shared Future, who would be contracted to develop Hawaii’s ECE Workforce Report along with Storyline Consulting.</i> • What’s happening with the Charter School Commission Office pre K budget request? <i>The Charter School budget request came through HIDOE and submitted to the governor’s office as a part of the administrative package earlier this week.</i> • As a part of the system from babies to higher education, would ELB be informed about Charter School pre K budget? <i>This could be part of EOEL’s update. Deanne shared that all parties involved are in support of the budget proposal and the</i> 	
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	<p><i>Commission Office is in collaboration with the governor's office, EOEL, and HODOE and working on a strategy to identify best route to present the bill. Per Deanne, the Commission Office would be finding out how budget will be introduced... still on the radar. If no entity submits, the Commission Office would submit the bill.</i></p> <ul style="list-style-type: none"> • <i>What are the reasons for the vacancies at the schools noted on the report? Is it because of lack of children or lack of information? How can the information be accessed? Most of the schools were in the rural communities, where transportation could be an issue. There might be other issues but would be good to know what they were actually so that they could be addressed to change those numbers. Lauren shared she doesn't have this information and would provide at a future ELB meeting.</i> <p><i>When asked about recruitment strategies, it was shared that currently, the information was shared on community libraries public spaces, and other public facing web-sites.</i></p> <ul style="list-style-type: none"> • <i>What does EOEL's capacity look like, in regards to managing the schools and workforce, with preK expansion? Lauren shared that: (1) there is a budget request for Institutional Analyst and Administrative Assistant positions to support the Educational Specialist with PD and support for the RTs. Rep. Woodson's proposal would require additional Resource Teachers. (2) The office has been experiencing challenges in hiring RTs who meet the hiring requirements. The office has recently hired an emergency hire with a Master's Degree in early childhood education, who is currently working towards a teacher licensure. Due to union regulations, the office is not able to contract any positions where the jobs could potentially be filled or done by a bargaining unit staff. The</i> 	
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	<p><i>emergency hire met the competency for the job – the minimal qualifying requirement i.e., Master’s Degree in early childhood education.</i></p> <p>It was recommended that Lauren be ready to address the workforce issue and defend the emergency hire, specifically related to quality – “be ready to answer and expect the question.”</p> <p>Wimmie provided the most recent version of the suspension and expulsion bill. Revisions from the AG and reformatting of the documents were included. The revised draft was sent to the governor’s office for review – the governor’s office has not decided yet whether to include the bill in the package. Wimmie shared that this bill is based on national best practices supported by Office of Head Start, U.S. Department of Health and Human Services, amongst other national organizations.</p> <p>It was recommended that the draft be sent to HGEA, since the bill authorizes the school principals as the final authority in the decision making process. Bob requested an electronic copy of the bill so that it could be sent to HGEA for review.</p> <p>Bob shared that the discussion will be included in the next ELB meeting agenda.</p>	
<p>Family Child Care and Licensed Exempt Care – Mary Ann Nemoto (LTG)</p>	<p>Mary Ann was introduced to provide information on the family child care and licensed exempt care. She shared that she is currently the program administrator of Learning To Grow (LTG), which resides in Windward Community College. She gave a brief background information about herself and Learning to Grow, which was established in 2000. Learning to Grow, she informed, is DHS funded to do research and develop materials and trainings for families and home-based care providers (i.e., Family, Friends, and Neighbor Care and licensed and registered Family Child Care). Every year, resource</p>	

	<p>materials are reviewed and revisions are made to ensure most current research information is incorporated.</p> <ul style="list-style-type: none">• Currently, there are 333 registered and licensed Family Child Care (FCC) providers. These providers are different from licensed-exempt providers. Materials are developed monthly with a focus on business model and child development as it relates to family child care settings. The materials are then mailed monthly to their homes. In addition to materials, reflection sheets are included, in which the providers share what they have learned and what activities were done with the children in their care. The completed reflection sheet is sent back to the LTG office. Once the reflection sheets are received, providers are sent children's books for their library.• With Family, Friends, and Neighbor Care (FNN), the resource materials are sent to the families and for them to share with their current providers because providers change pretty often. They found that sometimes the providers and families live in the same location. If the families want their own copy, they complete a request form. Over the year, the number of FFNs have decreased. The number of FFNs wanting their own resource packets has increased because of new regulations under the child care subsidy. Similar to FCC, the care providers receive information about child development and what they can do at home to support children's learning and development. Instead of a reflection sheet, the care providers receive an activity sheet, asking them what they did with the children, what they liked/did not like, etc. Once the completed sheet is received, the care providers are sent a book with a lesson activity.• With support from DHS, LTG launched a National Association for Family Child Care (NAFCC) Accreditation Facilitation	
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	<p>Project for registered FCC providers (handout) to see what Hawaii can do to improve quality of care in home-based settings. Currently, the pilot is implemented only on Oahu. Before expanding to neighbor islands, there has to be a contact person(s) in the community, who would coordinate the effort with the LTG staff.</p> <p>A question was asked about cost. Mary Ann responded that the prices vary for different things. The providers would have to access self-assessment, which is about \$350. It was shared that the Maui Family Support Services - Quality Care for Hawaii Keiki (QCHK), funded by federal Office of Child Care, could possibly support the FCC provider accreditation project in Maui County. One of its goals is to assist in provider's professional development and quality of services. QCHK has provided quality improvement grants to providers and the cost of accreditation would be an allowable cost. It was clarified that this project would involve more than cost. Additional conversation would need to happen with the partners in the community and their commitment to work with LTG. The providers, for example, would have to be willing to participate in monthly PD during the weekends.</p> <p>Mary Ann also shared other successful projects:</p> <ul style="list-style-type: none">• The LTG Developmental Guidelines, initially were developed for home care providers. They have been expanded and used by other providers, including center-based programs.• The Health and Safety Guide was also developed with the home care providers in mind, which is now used by all providers. PATCH does the community trainings statewide. <p>Mei Oui from PATCH was not able to join. Mary Ann provided</p>	
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	<p>information on her behalf. PATCH is the Child Care Referral and Resource agency, contracted by DHS. Providers and families in neighbor islands can access training and child care information through PATCH.</p> <p>In collaboration with PATCH, LTG has been able to plan and offer trainings on neighbor islands:</p> <ul style="list-style-type: none"> • In Kauai, Kauai Community College provided the training space, PATCH disseminated training information, and LTG facilitated the training session/workshop. • On the Island of Hawaii, KS provided the facility with PATCH helping to get the word out about training. • On Maui, PATCH and Kaina helped with disseminating information and resources, and Maui College with training space. <p>A question was asked about the reason for the decrease in FCC providers. Additional regulations from the Child Care Development Block Grant (CCDBG) could be attributing to the decrease. At this time, it is unclear if the providers are continuing to provide care as unlicensed or are no longer providing care. Mary Ann shared that she believes that there are about 66K children, birth to age five, who are unaccountable and are probably in FFN care.</p>	
<p>Leadership Update/Action Items — Bob Peters</p>	<p><i>Action: Mission Statement Translation Revision</i></p> <p>Bob reviewed the Hawaiian translation of the mission statement (handout). A request was made to practice reading the mission in Hawaiian. Namaka pointed to a list of words that folks would have heard and/or already knew. With Namaka’s guideline, members practiced before approving the final version. Bob shared that he was informed that the translation is “very beautiful and eloquently captures the English language well.”</p>	

Follow-up From 11/8/18

(1) DOE 2019-2021 School Readiness Action Plan – Pre-Kindergarten

Bob refreshed the members that no discussion was held at the November meeting when the handout was distributed. Members were invited to comment and/or ask questions, which would be brought to the Superintendent for her response.

- Camille explained that HDOE would move forward with the high school teacher academies and redesigning of the elementary schools, which would not involve the EOEL office right now.

It was unclear from the document, if the schools listed included the 15 to 22 schools with pre K programs using the weighted student formula. Since this list of 27 schools, 3 more schools have been added to the list. Camille shared that Lauren also has received applications, which would increase the number of interested schools to 30 to 35. HDOE is working with EOEL on the logistics because not all the schools would meet the EOEL requirements for pre K funding.

Bob clarified that legislature provides certain criteria (i.e., targeted population, specifically in the rural communities) which the elementary schools on the Superintendent’s list might not meet. Where to give priority needs to be part of the conversation.

Camille added that Superintendent wants to grow pre K classroom space quickly. In addition to EOEL pre K, the Superintendent is looking at what the schools and communities can do, where partnerships currently exist and have entered into agreement with Head Start programs. She

	<p>sees it as a menu of different ways pre K classrooms could be opened statewide. This message has been consistently shared with principals and at leadership team meetings.</p> <ul style="list-style-type: none"> • A question was asked about the NIEER quality benchmark. Camille shared that she would need to look into the report. Without fully understanding the metrics and the rating scale they had used, and what schools/communities were involved, she stated that she was not able to comment previously. Camille to look into this report. • A comment was made that it seems like increasing teacher pay and pre K expansion as competing funding requests. Per Camille, the Superintendent would argue for both, hiring quality teachers with state of art facilities for the students. • Did not see any Hawaiian medium schools on the list for pre K expansion. A suggestion was made to have another iteration of conversation and discussion with the schools and community to clarify what it meant when signing up for a pre K. There was a lack of clarity, purpose, timeframe, and information about the pre K expansion. • The document does not address how EOEL and HIDEOE are collaborating and choices for parents. It was clarified that the document was an internal document shared with the HIDEOE leadership teams with information on what schools need to do. It was not meant to be a public facing document. It was recommended that even with internal documents to indicate how the office are working together so that there is less confusion. <p>(2) ELB State Plan Oversight Role/Committees The discussion to address ELB’s oversight and convener role and</p>	
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	<p>sub-committees needed to support the EC State Plan has been postponed to next meeting. In addition to the call to action to create 2 op ed pieces before the legislative session, members should think about bills to support for the upcoming legislative session.</p> <p>Moving forward, thinking about the oversight and convener role, how are we going to be organized and what are we going to do in light of the Action Plan and State Plan? ELB is not implementing the Plan but how is ELB supporting the Plan.</p> <p>Bob to resend the Action Plan and information on the suggested committees.</p>	
<p>Member Updates – Bob Peters</p>	<ul style="list-style-type: none"> • In partnership with Early Childhood Action Strategy, KS is hosting breakfast with business leaders to support employees with child care facilities and incentives. The breakfast is scheduled for 2/11/19. If members are interested, to email Jordana. Chris Jackson is also involved. Wai’ale’ale to send information to Bob for distribution and save the date. • In collaboration with EOEL, HIDEOE, KS, HCF, Castles, and TLC, Hawaii P-20 is drafting a statewide literacy plan. It is an aspirational plan for programs to find their place and literacy plan for the state, focusing on 3rd grade achievement. Plan is to regroup with ELB members for feedback. • Maui Family Support Services is now implementing Healthy Families America (HFA) Home Visiting Program on Maui and Molokai through the U.S. Department of Education – Native Hawaiian Education Program grant. This will serve at least 100 families each year under this grant, providing the means to expand the home visiting programs in addition to the HFA-Lanai that is now funded by State DOH. • Families, who are members of the Hawaii Early Intervention Coordinating Council, have shared that they are not getting the 	

	<p>services they need from EIS, a request was made for DOH to do a presentation on what EIS is; what the plan is for \$2.7 million that was appropriated to hire professionals, specific in the neighbor islands and how is it working; and what transition activities exists between DOH EIS and HIDOE 619 services?</p> <p>Bob encouraged others to send in agenda items for future meetings. The members were asked to take into consideration that some lead time would be needed to give presenters time to prep the information.</p> <ul style="list-style-type: none"> • DHS announced that Preschool Open Doors enrollment will open January 2nd to March 29th, 2019. Applications will be available on PATCH and DHS website. Dana added that they will be contacting MedQuest to send POD information to all families with age-eligible children, as well as Social Services Division, Child Welfare Services, and TANF families. 	
<p>Public Comment – Bob Peters</p>	<ul style="list-style-type: none"> • Terry Lock and Robyn Chun from UH at Manoa College of Education shared two documents: (1) The Building Blocks of High-Quality Early Childhood Education Programs (https://learningpolicyinstitute.org/sites/default/files/product-files/LPI_ECE-quality-brief_WEB-022916.pdf); and (2) Establishing Universal Access to Prekindergarten as a Constitutional Right (https://docs.wixstatic.com/ugd/1ee85d_20982195d15f48f682da56a565d58280.pdf). <p>Terry pointed out that page 33 of the second article outlines quality framework for pre K program.</p> <ul style="list-style-type: none"> • HCAN is (1) working on 2019 policy agenda and to contact Mandy or Deb if there are policy items to be included; (2) recruiting candidates for the next Parent Leadership Institute and to contact Mandy, Deb, or Mike if have some parents; and (3) planning 	

	Business Leaders Breakfast with KS addressing how they could be better community partners to support early learning.	
Review Agenda Outcomes – Bob Peters	<ul style="list-style-type: none"> • ELB offered to provide input and feedback on a forthcoming bill from Rep. Woodson. • Send the revised suspension and expulsion bill to HGEA for their review and comment. • Task EOEL to identify reasons for the vacancies in the pre K classrooms listed on the EOEL Update document. • Request information from HIDOE on use of General Operations Bonds Funds to support capital improvement budget request. • Send evite and/or registration information on the Business Leaders Breakfast as the event. • Re-send ELB oversight role on the EC State Plan and Lily’s meeting notes, and Action Plan. • Members are encouraged to send in agenda items. 	
Announcements	The next ELB meeting is scheduled for Thursday, January 10, 2019, from 1:30 to 4:00 p.m. at CEED, KCAA.	
Executive Session	No items from the AG.	
Closing —Mike Fahey	“The way to get started is to quit talking and begin doing.” (Walt Disney)	

Submitted by Kim Guieb