

UNITED STATES OF AMERICA
DEPARTMENT OF EDUCATION

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PRESIDENT'S ADVISORY COMMISSION ON EDUCATION
EXCELLENCE FOR HISPANICS

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EARLY LEARNING SUBCOMMITTEE BREAKOUT SESSION

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Thursday
April 28, 2016

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10:30 A.M.

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California State University Fullerton
Titan Student Union, Pavilion A
800 North State College Boulevard
Fullerton, CA 92831

PRESENT:

COMMISSIONER MEMBERS

Sylvia Acevedo, Chair
Modesto E. Abety Gutierrez, Vice-Chair
Manual Sanchez, Commissioner
Maria Mercedes Lievano, on behalf of Shakira

PUBLIC SPEAKERS

Ilene Rosenthal, Footsteps2Brilliance

P-R-O-C-E-E-D-I-N-G-S

(10:37 a.m.)

1
2
3 CHAIR ACEVEDO: Thank you. I want to
4 start our Subcommittee's meeting, call it to
5 order.

6 MEMBER SANCHEZ: Okay. Go ahead.

7 CHAIR ACEVEDO: And we do have one
8 community member, so we will, later on, opening
9 that up for comments.

10 MEMBER SANCHEZ: Very good.

11 CHAIR ACEVEDO: But, you know, three of
12 the themes that we've really talked about from
13 the beginning for this Subcommittee, the
14 importance of family engagement, dual language,
15 and the importance of just getting our families
16 to understand what they can do from birth to help
17 their child succeed.

18 MEMBER SANCHEZ: Right.

19 CHAIR ACEVEDO: And I wanted to give
20 all us kind of an update on some work that's
21 being done on the dual language front --

22 MEMBER SANCHEZ: Okay.

1 CHAIR ACEVEDO: -- because I'm very
2 much excited, and it falls right -- very much in
3 our wheelhouse.

4 So on June 2nd the White House is
5 going to be coming out with a press release
6 promoting a policy statement about the importance
7 of dual language. And they are going to be
8 highlighting research from Dr. Pat Kuel at the
9 University of Washington about the benefits to
10 the brain of bilingualism, so it will be focusing
11 on her research. And what is great about her
12 research is not only is it --

13 MEMBER ABETY GUTIERREZ: What's her
14 name again?

15 CHAIR ACEVEDO: Pat Keul [sic], K-E-U-
16 L, University of Washington.

17 MEMBER SANCHEZ: K-U-E?

18 CHAIR ACEVEDO: Kuel, yeah, you're
19 right, K-U-E-L, UW, University of Washington.
20 But what is great about her approach is, yes, it
21 strengthens the brain, kids do better when
22 they're bilingual, but it also brings in the

1 social aspects, as well, which is, you know,
2 really a great introduction to also the assets of
3 culture.

4 And then Dr. Patricia Gandara and I
5 are writing a white paper that will be published
6 by UCLA on the economic benefits of dual language
7 and what it means to the U.S. So that's going to
8 be in Miami at a preschool center that are on
9 with us, they'll help raise the funds.

10 MEMBER SANCHEZ: Oh, wow. Yeah.

11 CHAIR ACEVEDO: Yeah, so it's kind of
12 coming full circle, you all. So that's going to
13 be June 2nd. I think it's at 10:00 a.m.,
14 Thursday morning in Miami at the preschool
15 center.

16 Then there's going to be what they
17 call an amplifying event, and possibly two, but
18 it looks like there's going to be an amplifying
19 event in Fresno, highlighting the dual language
20 efforts in Fresno's Head Start.

21 And then there may be one other in
22 Salt Lake City. Salt Lake City is leading the

1 nation in terms of what they're doing in dual
2 language. And they're also extending their dual
3 language support outside of just the Mormon
4 Church, but into the public schools as well. So
5 there may be an amplifying there, and another
6 amplifying event in Washington, D.C.

7 And what I think is really good,
8 because it's one of the things that we've been
9 discussing from the very beginning of our
10 committee, is the importance of dual language.
11 And since we straddle both the Department of Ed,
12 but because so many of our kids are in Health and
13 Human Services and Head Start, it may not feel
14 like it but our work of introducing them to that,
15 introducing them to the Miami Summit that we had,
16 then --

17 MEMBER SANCHEZ: Uh-huh.

18 CHAIR ACEVEDO: -- the San Antonio.

19 And then in Chicago, I don't know if
20 you guys remember, but there was a significant
21 presence from Health and Human Services, and that
22 was fundamental. As a result of that, last year

1 they moved one of their staffers to be full-time
2 on dual language --

3 MEMBER LIEVANO: Wow.

4 CHAIR ACEVEDO: -- Dr. Shantel Meek.
5 She started putting into the policies the
6 importance of dual language. What's really nice
7 is she is on loan to the White House right now,
8 and she's the one that's coordinating this press
9 release.

10 So, you guys, it's sort of, you know,
11 it's all these pieces, they move very slowly, but
12 they did move things forward.

13 And I think, you know, I think, Mo, I
14 think you have made dual language one of the
15 things that you've talked about from the very
16 beginning.

17 VICE CHAIR GUTIERREZ: Uh-huh.

18 CHAIR ACEVEDO: And so our fingerprints
19 are all over it. And Health and Human Services
20 is really the one driving this. The Department
21 of Ed is coming behind that, but they are working
22 on getting all their different departments to,

1 you know, to align on this. But it's moving
2 forward without all of their -- without -- I
3 think the Department of Ed will eventually sign
4 in on it.

5 VICE CHAIR GUTIERREZ: Uh-huh.

6 CHAIR ACEVEDO: But it's moving ahead
7 anyway.

8 MEMBER LIEVANO: Great news. Great
9 news.

10 CHAIR ACEVEDO: Yeah. So June 2nd, I
11 don't know how we can -- so I think that's one
12 think I'd really like us to think about, how we
13 can leverage that, even within our own
14 communities.

15 VICE CHAIR GUTIERREZ: Yeah. It would
16 be easy for me to get there, if I was invited.

17 CHAIR ACEVEDO: Uh-huh.

18 VICE CHAIR GUTIERREZ: Yeah.

19 CHAIR ACEVEDO: But we'll make sure --

20 MEMBER SANCHEZ: Do they have the
21 location set for that --

22 CHAIR ACEVEDO: Yes.

1 MEMBER SANCHEZ: -- and the time?

2 CHAIR ACEVEDO: At the big community --

3 VICE CHAIR GUTIERREZ: Have it at on
4 the patio at Miguel's.

5 CHAIR ACEVEDO: Yeah. The -- yes, it's
6 the large early childhood center. And like I
7 said, I mentioned the one that Mo helped --

8 VICE CHAIR GUTIERREZ: It's called the
9 Center For Excellence.

10 CHAIR ACEVEDO: Yeah.

11 MEMBER LIEVANO: The Center For
12 Excellence?

13 VICE CHAIR GUTIERREZ: And actually --

14 MEMBER LIEVANO: That's in Miami;
15 right?

16 VICE CHAIR GUTIERREZ: And, actually,
17 it was Manny Fernandez who just wrote out a
18 check.

19 MEMBER SANCHEZ: Good deal.

20 VICE CHAIR GUTIERREZ: It was like \$20-
21 something million bucks.

22 MEMBER LIEVANO: Wow.

1 CHAIR ACEVEDO: Yeah. But their dual
2 language curriculum is really great. They've
3 also got really good family engagement.

4 VICE CHAIR GUTIERREZ: Yeah.

5 CHAIR ACEVEDO: But the White House,
6 Roberto Rodriguez is going to be the White House
7 representative at that event. And then Blanca
8 Enriquez from Head Start will represent Health
9 and Human Services.

10 So it's got dual language written all
11 over it. It's got early childhood. So even
12 though it does seem like our events are sort of
13 like, you know, okay, we've done them, have they
14 moved forward? But luckily for us we had some
15 real key people who took that information and
16 moved it into -- and now it's moving into policy,
17 so that is really great.

18 I also wanted to update on family
19 engagement. The great thing is the
20 administration has put family engagement as part
21 of the ESSA, the education -- the new Student
22 Success Act [sic]. The thing that's so important

1 about this dual language policy is then that
2 means that the family engagement funds that get
3 allocated will have a dual language aspect, as
4 appropriate. And that is significant, because as
5 districts roll out and try to get Title I funding
6 for family engagement, there is dual language
7 support funding for that as well.

8 MEMBER LIEVANO: Okay.

9 CHAIR ACEVEDO: So that is another
10 huge, really big movement going forward. And
11 then early start, you know, there continues to be
12 a lot of information about early start.

13 So to me it feels like, you know,
14 we've made some really good progress. We've got
15 one more year. I didn't realize we were going to
16 go all the way to September, but we're --

17 MEMBER SANCHEZ: Of 2017.

18 VICE CHAIR GUTIERREZ: I guess it's --

19 MEMBER SANCHEZ: I just learned that
20 today.

21 VICE CHAIR GUTIERREZ: -- until the new
22 members --

1 MEMBER SANCHEZ: Until a year from now.

2 VICE CHAIR GUTIERREZ: -- get appointed

3 --

4 CHAIR ACEVEDO: Appointed.

5 VICE CHAIR GUTIERREZ: -- and

6 confirmed.

7 CHAIR ACEVEDO: Right.

8 MEMBER SANCHEZ: Yeah.

9 CHAIR ACEVEDO: So we're still on.

10 VICE CHAIR GUTIERREZ: Yeah.

11 MEMBER SANCHEZ: For another year.

12 MEMBER LIEVANO: For one more year?

13 CHAIR ACEVEDO: Yeah. So given that
14 backdrop, I wanted to discuss --

15 VICE CHAIR GUTIERREZ: What an
16 opportunity to make mischief.

17 CHAIR ACEVEDO: You know, I think we've
18 stayed true to those things of family engagement.
19 And I can hear Adrian, you know, who is missing
20 in Albuquerque, but, you know, the importance of
21 family engagement is always one of his things,
22 dual language.

1 And then, Manny, early start, you've
2 been --

3 MEMBER SANCHEZ: Well, you know --

4 CHAIR ACEVEDO: -- drumming --

5 MEMBER SANCHEZ: -- the thing is --

6 CHAIR ACEVEDO: -- the beat of that
7 drum.

8 MEMBER SANCHEZ: -- in Chicago, there's
9 an initiative that just got started the first of
10 this month, and it's going on for the next 90
11 days in the Chicagoland area, driven by Ounce of
12 Prevention.

13 CHAIR ACEVEDO: Uh-huh.

14 MEMBER SANCHEZ: And you'll recall,
15 Ounce of Prevention was represented at our Miami
16 meeting. And they're all about early education,
17 from birth to four, principally.

18 VICE CHAIR GUTIERREZ: She was at the
19 Chicago meeting too.

20 MEMBER SANCHEZ: Yeah.

21 CHAIR ACEVEDO: Yeah.

22 MEMBER SANCHEZ: Indeed.

1 VICE CHAIR GUTIERREZ: Yeah.

2 MEMBER SANCHEZ: And the CEO happens to
3 be the wife of the governor of the state, Diana
4 Rauner, and she's all over this issue, as am I.
5 And right now we've got a public phase that's
6 going on where if you're walking down LaSalle
7 Street or you're walking down State Street, you
8 will see this imagery of a child with the top
9 part of the child's head uncovered and the brain
10 showing. And it's sending messages, like, you
11 know, absorption translates into preparation, or
12 dual language or family involvement, et cetera.
13 But you can't wait until they're in K --

14 CHAIR ACEVEDO: Yeah.

15 MEMBER SANCHEZ: -- or in first, or
16 even pre-K. I mean, you have to start, frankly,
17 from the time that the mother is pregnant, and
18 the wellbeing of the mother. And there's this
19 messaging that's going out, both in -- all of us
20 go on elevators these days, and we've taken on
21 the elevators in the downtown area. And you
22 might be going up to the fifth floor and you see

1 Ounce of Prevention, you see this little infant
2 or you see this picture of a young child. And
3 who would have thought that reading to them or
4 talking to them or playing music to them or
5 engaging with them from birth to four would have
6 -- and so this plays into this whole dual
7 language thing. Why shouldn't that be viewed as
8 an asset, rather than the political diatribe
9 that's created every time you talk about
10 bilingual education?

11 I mean, think about it, this is a
12 global universe that we live in today. And our
13 community has an advantage by having the dual
14 language, if it would be grasped and captured and
15 be de-politicized. And I'm hoping that our will,
16 at minimum, make that clear, that from birth to
17 four, this is advantage that we Latinos have with
18 so many of our folks starting off with the
19 language of Spanish, and then incorporating the
20 English. Instead of trying to disabuse them of
21 pursuing that, make the broader community realize
22 that that is an advantage that works to the

1 benefit of the country.

2 VICE CHAIR GUTIERREZ: Uh-huh.

3 MEMBER SANCHEZ: And it's not something
4 that you ought to politicize and say, oh, this is
5 bad or, no, we've got to stop.

6 I mean, it's almost as crazy as this
7 discussion about a wall, a 2,000-mile wall and
8 that. I mean, this kind of nonsense and those
9 kind of sound bites have been such a distraction
10 and they're such a disabling measure that I think
11 has prevented this country of ours from taking
12 advantage of the youngest, fastest growing
13 demographic in the country, and that's the
14 Latinos.

15 VICE CHAIR GUTIERREZ: As if kids who
16 speak two languages are less American?

17 MEMBER SANCHEZ: Yeah, exactly.

18 VICE CHAIR GUTIERREZ: You know?

19 MEMBER SANCHEZ: I mean, and
20 unfortunately, that's the kind of political --

21 VICE CHAIR GUTIERREZ: Yeah.

22 MEMBER SANCHEZ: -- message that's been

1 pushed along, particularly among certain
2 candidates who are presently getting a lot of
3 media attention, but I don't want to politicize
4 this.

5 What I want to do is emphasize that in
6 the Chicagoland area the Ounce of Prevention,
7 notwithstanding a very dysfunctional fiscal
8 situation that we have in the state, and they've
9 had to cut back dramatically on all of their
10 programs because they don't have a budget yet in
11 the State of Illinois so their funding has been
12 dramatically cut, nonetheless they are moving
13 ahead with this public phase of trying to get the
14 average person on the street to understand that
15 you don't start education, even at pre-K. You've
16 got to start from birth to four if you really
17 want to take advantage of the opportunity of
18 posturing these kids --

19 VICE CHAIR GUTIERREZ: Uh-huh.

20 MEMBER SANCHEZ: -- these infants in a
21 way that will benefit the entire country.

22 VICE CHAIR GUTIERREZ: Yeah. You know,

1 when we started out, I remember the meeting we
2 had with United Ways and a number of foundations
3 --

4 MEMBER SANCHEZ: Uh-huh.

5 VICE CHAIR GUTIERREZ: -- and other
6 potential contributors and funders. And we've
7 had more media at some of our meetings, as well.
8 I think it's time to circle back.

9 MEMBER SANCHEZ: Yeah.

10 VICE CHAIR GUTIERREZ: You know, you
11 were saying, they never stop. We should never
12 stop hitting them up for contributions and for
13 support. And I think at some point in this last
14 year it makes sense for us to go back to those
15 two groups with asks --

16 CHAIR ACEVEDO: Uh-huh.

17 VICE CHAIR GUTIERREZ: -- related to
18 the kind of media campaigns that you're talking
19 about. Why couldn't Univision and some of these
20 other national players begin to give us some time
21 to --

22 CHAIR ACEVEDO: Uh-huh.

1 VICE CHAIR GUTIERREZ: -- to make the
2 arguments that really need to be made, both to
3 parents, you know --

4 MEMBER SANCHEZ: Right.

5 VICE CHAIR GUTIERREZ: -- in the same
6 way that the Ounce of Prevention has done it, why
7 couldn't the United Way do it? Why couldn't
8 Univision do it? Why couldn't some of these
9 other partners that we've picked up along the
10 way? Where did that \$300-something million --

11 MEMBER SANCHEZ: Yeah.

12 VICE CHAIR GUTIERREZ: -- come from, if
13 not from these folks? And --

14 MEMBER SANCHEZ: You know, Mo, I think
15 we need to --

16 VICE CHAIR GUTIERREZ: -- we'll update
17 them and revitalize --

18 MEMBER SANCHEZ: Yeah. We need to
19 approach it as an investment --

20 VICE CHAIR GUTIERREZ: Absolutely.

21 MEMBER SANCHEZ: -- in this country --

22 VICE CHAIR GUTIERREZ: Absolutely.

1 MEMBER SANCHEZ: -- an investment in
2 this country. I would much rather see Univision
3 and the major U.S. outlets focusing in on an
4 investment on the Latino community and early
5 education, than the constant focus on the dropout
6 rates or the problems that are created from lack
7 of education, et cetera. I'm not saying that
8 those should be ignored. But the fact of the
9 matter is the positive aspects of investing in
10 early education are almost never highlighted --

11 MEMBER LIEVANO: Yeah.

12 MEMBER SANCHEZ: -- by the media.

13 MEMBER LIEVANO: That's true.

14 MEMBER SANCHEZ: It's never viewed as
15 being newsworthy.

16 VICE CHAIR GUTIERREZ: Yeah.

17 MEMBER SANCHEZ: And that's really an
18 unfortunate problem. But you know what, the onus
19 is on us to advocate --

20 VICE CHAIR GUTIERREZ: Yeah.

21 MEMBER SANCHEZ: -- in that direction.
22 And your point is very well taken, Mo.

1 VICE CHAIR GUTIERREZ: Yeah.

2 MEMBER SANCHEZ: I think we have to
3 take that on as another charge.

4 VICE CHAIR GUTIERREZ: Yeah.

5 MEMBER LIEVANO: I completely agree
6 with what you're saying, and I do believe, also,
7 that. And actually, that's one of the second
8 points of this discussion is how to draft a
9 sustainable agenda in order for these efforts to
10 continue with an uncommon administration? And
11 how, now that this term is almost finishing, how
12 can Shakira collaborate with --

13 CHAIR ACEVEDO: Right.

14 MEMBER SANCHEZ: Uh-huh.

15 MEMBER LIEVANO: -- what is being done?
16 I think it's a good moment for Shakira --

17 MEMBER SANCHEZ: I agree.

18 MEMBER LIEVANO: -- in order to
19 leverage this effort and to highlight it, and to
20 also make a public announcement in, you know, --

21 MEMBER SANCHEZ: She'd be great.

22 MEMBER LIEVANO: -- in suggesting that

1 this should be a long-term commitment --

2 MEMBER SANCHEZ: Uh-huh.

3 MEMBER LIEVANO: -- and highlighting
4 the effort. So I'm willing to translate this
5 message to Shakira.

6 CHAIR ACEVEDO: Oh.

7 VICE CHAIR GUTIERREZ: Great.

8 CHAIR ACEVEDO: Oh, perfect.

9 MEMBER LIEVANO: And -- or together --

10 MEMBER SANCHEZ: Perfect.

11 MEMBER LIEVANO: -- we'll devise and
12 draft the messages and --

13 CHAIR ACEVEDO: Well, June 2nd --

14 MEMBER LIEVANO: -- some sort of
15 strategy.

16 CHAIR ACEVEDO: -- would be great.

17 VICE CHAIR GUTIERREZ: That would be
18 great.

19 MEMBER LIEVANO: Yeah. I think it's --

20 CHAIR ACEVEDO: Yeah, that would be
21 great.

22 You know, the other thing that we

1 learned in Chicago was from the number two person
2 at Health and Human Services, Dr. Linda Smith.

3 MEMBER SANCHEZ: Uh-huh.

4 CHAIR ACEVEDO: She said that if 80
5 people call, they have to take an action. And,
6 you know --

7 MEMBER LIEVANO: Eighty people?

8 CHAIR ACEVEDO: We need to --

9 MEMBER SANCHEZ: Wow.

10 CHAIR ACEVEDO: We need to figure out
11 what is a regional approach.

12 VICE CHAIR GUTIERREZ: I can get my
13 cousins to call in.

14 CHAIR ACEVEDO: I know but -- so this
15 is something that I think we have not rolled out,
16 which is how do we create kind of a regional
17 approach? I really liked how the Asian-Pacific
18 had divided their --

19 MEMBER SANCHEZ: Yeah, I like that
20 idea.

21 CHAIR ACEVEDO: -- initiative into --

22 MEMBER SANCHEZ: Now how do we respond

1 to this?

2 CHAIR ACEVEDO: So how do we get our --
3 a regional approach so that around these issues
4 of early childhood investment in dual language,
5 where are the dollars around that, that we have
6 calls to action, not just to Health and Human
7 Services, but the Department of Ed, as well as,
8 you know, perhaps Homeland Security --

9 MEMBER SANCHEZ: Uh-huh.

10 CHAIR ACEVEDO: -- and these other
11 groups? And so how do we create that plan to
12 have? Who is that phone tree to tap into 80 so
13 that across the country, if we've got ten
14 regions, you know, it's only 8 people, and that's
15 like our family.

16 VICE CHAIR GUTIERREZ: Yeah.

17 MEMBER SANCHEZ: Yeah. Yeah. Right.

18 CHAIR ACEVEDO: You know, come on,
19 let's like make those phone calls.

20 VICE CHAIR GUTIERREZ: Sure.

21 CHAIR ACEVEDO: So I think that is
22 another part of the call to action.

1 And in terms of the messaging, one of
2 the things that I've seen is, unfortunately, a
3 lot of our families don't stress maintaining
4 Spanish.

5 MEMBER SANCHEZ: No.

6 CHAIR ACEVEDO: And so maintaining
7 that, you know, really start with a very, from
8 birth, rich family life in your home language, in
9 your native language, I think that would really
10 tie into what you're talking about --

11 MEMBER SANCHEZ: Yeah.

12 CHAIR ACEVEDO: -- Manny. But also, it
13 really gives the child that real deep foundation
14 in Spanish, which will help them learn English
15 quicker. But unfortunately, a lot of our
16 families feel like it's a zero-sum game.

17 MEMBER SANCHEZ: You've got it.

18 VICE CHAIR GUTIERREZ: Yeah.

19 CHAIR ACEVEDO: I don't want to teach
20 my child --

21 MEMBER SANCHEZ: Right.

22 CHAIR ACEVEDO: -- you know, Spanish

1 because --

2 VICE CHAIR GUTIERREZ: I don't want to

3 confuse --

4 MEMBER LIEVANO: Spanish.

5 VICE CHAIR GUTIERREZ: -- confuse him,

6 you know?

7 CHAIR ACEVEDO: Right.

8 MEMBER LIEVANO: Right.

9 CHAIR ACEVEDO: So maybe that is part

10 of our messaging, as well.

11 MEMBER SANCHEZ: Yeah.

12 CHAIR ACEVEDO: So not only just do a

13 language.

14 VICE CHAIR GUTIERREZ: I think, you

15 know, I think Ron, the --

16 CHAIR ACEVEDO: Uh-huh.

17 VICE CHAIR GUTIERREZ: -- the native --

18 MEMBER SANCHEZ: Ron Sepulveda.

19 CHAIR ACEVEDO: Yeah.

20 MEMBER SANCHEZ: Yeah.

21 VICE CHAIR GUTIERREZ: -- man was

22 talking about the importance of teaching native

1 languages to give a sense of self-efficacy --

2 CHAIR ACEVEDO: Uh-huh.

3 VICE CHAIR GUTIERREZ: -- and of pride
4 or orgullo --

5 CHAIR ACEVEDO: Uh-huh.

6 VICE CHAIR GUTIERREZ: -- you know?

7 MEMBER SANCHEZ: Uh-huh.

8 VICE CHAIR GUTIERREZ: I think for us
9 that's --

10 CHAIR ACEVEDO: Uh-huh.

11 VICE CHAIR GUTIERREZ: -- it works the
12 same way.

13 CHAIR ACEVEDO: Yeah.

14 MEMBER SANCHEZ: Right.

15 CHAIR ACEVEDO: Yeah. Dr. Libby
16 Doggett at Department of Ed --

17 MEMBER SANCHEZ: Uh-huh.

18 CHAIR ACEVEDO: -- Early Childhood, she
19 said some people -- some children have been
20 showing up with no language, because their
21 families have been trying to keep them --

22 MEMBER SANCHEZ: Wow.

1 CHAIR ACEVEDO: -- pure, you know, as
2 a blank slate. And so what happens is they try
3 speaking to them in Spanish and try speaking in -
4 - and they don't have the words of any language.

5 MEMBER SANCHEZ: Wow.

6 CHAIR ACEVEDO: So maybe in our dual
7 language approach --

8 VICE CHAIR GUTIERREZ: Uh-huh.

9 CHAIR ACEVEDO: -- and maybe with the
10 medias, and you know, Shakira is like, really,
11 let's align, so what these key messages are.

12 MEMBER LIEVANO: Okay.

13 CHAIR ACEVEDO: And one of them is keep
14 your Spanish and learn English. And then working
15 with highlighting the dual language curriculums
16 in pre-K are still not -- they're more episodic
17 still.

18 MEMBER SANCHEZ: Yeah.

19 CHAIR ACEVEDO: So what can we do? And
20 maybe that's the call to action on the national
21 level is what are we doing around quality
22 research-based dual language programs and rolling

1 them out nationally?

2 MEMBER SANCHEZ: Uh-huh.

3 CHAIR ACEVEDO: And that could be part
4 of our 80. And then the media strategy, as well
5 as our phone strategy.

6 VICE CHAIR GUTIERREZ: But you have --

7 MEMBER SANCHEZ: But on the media
8 strategy front --

9 CHAIR ACEVEDO: Uh-huh.

10 MEMBER SANCHEZ: -- I think the
11 families, okay, yeah, it's good to put the focus
12 on the educators and on the --

13 VICE CHAIR GUTIERREZ: Yeah.

14 MEMBER SANCHEZ: -- preschool
15 educators, et cetera, but we need to have the
16 families understand --

17 VICE CHAIR GUTIERREZ: Yeah.

18 MEMBER SANCHEZ: -- that that
19 perpetuation of the language is a plus. It's
20 something that you ought to encourage --

21 MEMBER SANCHEZ: Yeah.

22 MEMBER SANCHEZ: -- not discourage.

1 And I think it's -- we've gone like full cycle.

2 When my folks got here, they were
3 trying to get us to teach them English, and so
4 they asked us to speak to them in English so that
5 they could learn the language. And they were
6 speaking to us in Spanish, but they weren't
7 really encouraging us to speak back in Spanish.

8 VICE CHAIR GUTIERREZ: Yeah.

9 MEMBER SANCHEZ: Instead they were
10 saying, "Speak to us in English so we can learn
11 it."

12 VICE CHAIR GUTIERREZ: Yeah.

13 MEMBER SANCHEZ: Now it should -- we've
14 gone full cycle. The dialogue ought to continue
15 both ways --

16 VICE CHAIR GUTIERREZ: Yeah.

17 MEMBER SANCHEZ: -- in a bilingual
18 way.

19 VICE CHAIR GUTIERREZ: Yeah.

20 CHAIR ACEVEDO: Uh-huh.

21 MEMBER SANCHEZ: In other words, it's
22 good, not bad, to dialogue in English and in

1 Spanish.

2 VICE CHAIR GUTIERREZ: Right.

3 MEMBER SANCHEZ: Or more simply, it's
4 really good to have bilingual skills and talents
5 --

6 VICE CHAIR GUTIERREZ: Yeah.

7 CHAIR ACEVEDO: Uh-huh.

8 MEMBER SANCHEZ: -- to perpetuate. And
9 I think the parents have to understand that they
10 can't shy away from it. Well, I came from
11 Mexico, I don't want my kid to. Wrong.

12 VICE CHAIR GUTIERREZ: Yeah.

13 MEMBER SANCHEZ: Encourage them to
14 strengthen that. And it helps the cultural
15 piece, as well --

16 VICE CHAIR GUTIERREZ: Yeah.

17 MEMBER SANCHEZ: -- by maintaining that
18 bilingual strength.

19 VICE CHAIR GUTIERREZ: Yeah. This
20 weekend my daughter informed me that she was
21 enjoyado, the kid, which is a third language that
22 --

1 CHAIR ACEVEDO: Spanglish.

2 VICE CHAIR GUTIERREZ: Yeah.

3 MEMBER SANCHEZ: Spanglish.

4 VICE CHAIR GUTIERREZ: Enjoyado --

5 CHAIR ACEVEDO: Yeah.

6 VICE CHAIR GUTIERREZ: -- my daughter.

7 CHAIR ACEVEDO: Well, so it seems like

8 for us the family engagement really starts with

9 maintaining the home language, right --

10 MEMBER SANCHEZ: Indeed.

11 CHAIR ACEVEDO: -- really --

12 MEMBER LIEVANO: Uh-huh.

13 MEMBER SANCHEZ: Indeed.

14 CHAIR ACEVEDO: -- and stressing that.

15 VICE CHAIR GUTIERREZ: Well, and I

16 think giving -- I think in our native countries

17 you take a child to school and you hand him over.

18 CHAIR ACEVEDO: Uh-huh.

19 VICE CHAIR GUTIERREZ: And the teacher

20 in the school is fully responsible for the

21 education of that child, which is not only the

22 education but manners and how to be polite --

1 MEMBER SANCHEZ: Right.

2 VICE CHAIR GUTIERREZ: -- and how to
3 get along.

4 In this country, parents need to be
5 involved. Parents need to know about homework.
6 Parents need --

7 MEMBER SANCHEZ: Right.

8 VICE CHAIR GUTIERREZ: It's a different
9 role --

10 MEMBER SANCHEZ: Correct.

11 VICE CHAIR GUTIERREZ: -- for parents.

12 MEMBER SANCHEZ: That's right.

13 VICE CHAIR GUTIERREZ: And they need
14 help understanding that and understanding how to
15 navigate and how to be a demanding parent, to
16 ensure your child gets what he or she needs.

17 MEMBER SANCHEZ: Sylvia, this is --

18 VICE CHAIR GUTIERREZ: -- you know?

19 And so --

20 MEMBER SANCHEZ: -- where being shown
21 on Telemundo could be very, very helpful --

22 VICE CHAIR GUTIERREZ: Yeah.

1 CHAIR ACEVEDO: Uh-huh.

2 MEMBER SANCHEZ: -- in sending that
3 message, not just in, you know, promoting the
4 novellas and that, that's fine and dandy. But
5 they all do public service messages.

6 VICE CHAIR GUTIERREZ: They do.

7 MEMBER SANCHEZ: What's wrong with that
8 public service message --

9 VICE CHAIR GUTIERREZ: That idea that
10 parents --

11 MEMBER SANCHEZ: -- that early
12 education --

13 VICE CHAIR GUTIERREZ: -- need to be --

14 MEMBER SANCHEZ: -- is the key?

15 VICE CHAIR GUTIERREZ: -- engaged in
16 their children's education, I think, is --

17 MEMBER SANCHEZ: You know? And they
18 should --

19 CHAIR ACEVEDO: Yeah.

20 VICE CHAIR GUTIERREZ: -- a key one.

21 MEMBER SANCHEZ: They should do that as
22 a public service announcement.

1 MEMBER SANCHEZ: Absolutely.

2 VICE CHAIR GUTIERREZ: Right.

3 CHAIR ACEVEDO: So --

4 MEMBER SANCHEZ: You know,
5 particularly, when you see what happened probably
6 the most popular person on Univision with this,
7 was it six months, nine months ago, with Trump
8 and the way --

9 CHAIR ACEVEDO: Oh, yeah.

10 MEMBER SANCHEZ: -- he treated him like
11 a piece of poo.

12 CHAIR ACEVEDO: Uh-huh.

13 MEMBER LIEVANO: Yeah.

14 VICE CHAIR GUTIERREZ: Yeah.

15 MEMBER SANCHEZ: I mean, that was
16 obnoxious. And so in order to prevent other
17 generations from having to experience that kind
18 of ignominy, we should have the parents and the
19 families know that we need to start early. We
20 have to start. It's never too early to start
21 them and promote with a sense of pride, our
22 culture, our language. Bilingualism is good --

1 VICE CHAIR GUTIERREZ: Uh-huh.

2 MEMBER SANCHEZ: -- not bad --

3 VICE CHAIR GUTIERREZ: Sure.

4 MEMBER SANCHEZ: -- et cetera.

5 MEMBER LIEVANO: Yeah.

6 MEMBER SANCHEZ: That's a message that
7 has to resonate.

8 VICE CHAIR GUTIERREZ: Sure.

9 MEMBER LIEVANO: Absolutely.

10 MEMBER SANCHEZ: And they can send it

11 --

12 VICE CHAIR GUTIERREZ: Sure.

13 MEMBER SANCHEZ: -- and at the same
14 time meet their objectives of having these public
15 service announcements that do good for the
16 community, as well as for the people they serve.

17 CHAIR ACEVEDO: All right. So we're
18 really kind of harmonizing --

19 MEMBER SANCHEZ: Uh-huh.

20 CHAIR ACEVEDO: -- in our, you know,
21 run to the finish line --

22 MEMBER SANCHEZ: Uh-huh.

1 CHAIR ACEVEDO: -- is, you know, the
2 focus on family engagement. And with that, you
3 know, not only what they need to do, but
4 maintaining the home language --

5 MEMBER SANCHEZ: Yeah.

6 CHAIR ACEVEDO: -- the media's role in
7 this, and that it's really never too early to
8 start, and that sense of pride.

9 The other one is, something we started
10 off with, is dual language and the curriculum.
11 And then around that, really having -- you know,
12 figuring out a phone tree methodology across the
13 nation --

14 MEMBER SANCHEZ: Yes.

15 CHAIR ACEVEDO: -- that we can flip on.
16 So what organizations do we need to help us flip
17 that on?

18 And, you know, the other one is let's
19 circle back, well, for the media and for the
20 messaging, circle back to our original funders
21 and partners to see how they can amplify, but
22 also, you know, help us with this media tree.

1 You know, if we get the United Ways, if we get
2 the Head Starts, et cetera, how do we get them so
3 that those organizations are calling in --

4 MEMBER SANCHEZ: Uh-huh.

5 CHAIR ACEVEDO: -- around a very
6 important -- around topics?

7 So I just want to give that broad
8 overview, but --

9 VICE CHAIR GUTIERREZ: We've got very
10 little time --

11 CHAIR ACEVEDO: Little time.

12 VICE CHAIR GUTIERREZ: -- to take any
13 public comments.

14 CHAIR ACEVEDO: Yeah, I know.

15 MEMBER SANCHEZ: Uh-huh.

16 CHAIR ACEVEDO: We're going to finish
17 right now.

18 VICE CHAIR GUTIERREZ: All right.

19 CHAIR ACEVEDO: So then what I thought
20 is, I'll just give a broad overview.

21 If, Manny, you can hit the never too
22 early to start?

1 MEMBER SANCHEZ: Right.

2 CHAIR ACEVEDO: Mo, if you can talk
3 about --

4 VICE CHAIR GUTIERREZ: I don't know
5 that I'm going to be here.

6 CHAIR ACEVEDO: Oh, you're not? You're
7 taking off?

8 VICE CHAIR GUTIERREZ: I've got to --
9 yeah, I've got to catch a plane.

10 CHAIR ACEVEDO: Okay. Well, then if
11 you're here, can you just mention the dual
12 language?

13 VICE CHAIR GUTIERREZ: Sure.

14 CHAIR ACEVEDO: And then I'll talk
15 about -- and then do you want to mention
16 Shakira's support?

17 MEMBER LIEVANO: Yeah.

18 MEMBER SANCHEZ: Yeah.

19 CHAIR ACEVEDO: Right.

20 MEMBER SANCHEZ: That's great.

21 CHAIR ACEVEDO: Okay. And then I'll --
22 okay. And then I'll make sure to hit the other

1 ones?

2 VICE CHAIR GUTIERREZ: Yeah.

3 CHAIR ACEVEDO: Okay.

4 VICE CHAIR GUTIERREZ: I'm leaving
5 right after Maria Pastrana talks.

6 CHAIR ACEVEDO: Okay. So if you're not
7 here, I'll cover that.

8 VICE CHAIR GUTIERREZ: Yeah.

9 CHAIR ACEVEDO: Okay. Great.

10 We have comment.

11 MS. ROSENTHAL: Thank you so much.

12 Well, first of all, my name is Ilene Rosenthal.

13 I'm CEO of Footsteps2Brilliance, and we're part

14 of the White House Initiative on Educational

15 Excellence for Hispanics.

16 I want to, first of all, thank you for

17 the work that you're doing, for making the

18 advocacy, the policy that is so necessary if the

19 United States is going to maintain a lead in this

20 world globally in college and career readiness.

21 I'd like to talk about a few of the

22 comments that you made. The first is the

1 importance of family engagement.

2 One of the issues with family
3 engagement is that we know that children who come
4 from impoverished families don't have children's
5 books at home. And one of the things that, as
6 part of this initiative, Footsteps2Brilliance is
7 doing is with the educational leaders that we
8 work with, the superintendents, the mayors, when
9 we have what we call model innovation cities, for
10 the first time ever we've been able to scale
11 thousands of folk songs and games in English and
12 to Spanish to every family within that
13 jurisdiction for free using what they own --

14 CHAIR ACEVEDO: Nice.

15 MS. ROSENTHAL: -- a cell phone.

16 CHAIR ACEVEDO: Right.

17 MS. ROSENTHAL: It doesn't matter if
18 it's Apple, Android, if it's a tablet --

19 MEMBER SANCHEZ: Wow.

20 MS. ROSENTHAL: -- or if it's a
21 traditional computer.

22 It's interesting because what we're

1 finding is two things. First of all,
2 superintendents are telling us that their
3 constituents are coming up to them. And
4 interestingly enough, we're getting two
5 feedbacks. One is thank you so much because it's
6 helping me, the parent, to learn English. The
7 other comment is you are blessed because it's
8 maintaining Spanish for my children.

9 CHAIR ACEVEDO: Yes.

10 MS. ROSENTHAL: It's also allowing the
11 children to hear English with the proper accents.
12 In fact, Telemundo has covered this in Osceola,
13 Florida, where they did a whole broadcast,
14 opening up to the entire community. It's kind
15 like of a public service announcement. And I have
16 this here, if anybody would like to see it --

17 CHAIR ACEVEDO: Of course.

18 MS. ROSENTHAL: -- the fact that they
19 can, for free, download this app and how to use
20 it. Obviously --

21 MEMBER SANCHEZ: Wow.

22 MS. ROSENTHAL: -- these are big vision

1 things.

2 I also want to just take one minute to
3 show you something. It will be hard for you to
4 hear, but I want to show you something that
5 happens with dual language, and we're hearing
6 that this is so great.

7 CHAIR ACEVEDO: You can come closer so
8 we --

9 MEMBER SANCHEZ: Please.

10 CHAIR ACEVEDO: Yeah. Yeah.

11 MS. ROSENTHAL: If I can come closer,
12 then I will be able to show you.

13 CHAIR ACEVEDO: Yeah.

14 MS. ROSENTHAL: Thank you. Okay.

15 This is just one page from over 1,000
16 books, songs and games. But for a child learning
17 any language, it's important they have words
18 highlighted they know from left to right. I just
19 want to show you that, also, that they can tap
20 each word. And then I want to show you a dual
21 language.

22 (Whereupon a presentation of the above

1 aforementioned app is made.)

2 MS. ROSENTHAL: I just want to show
3 you, but also that they can tap each word. And
4 then I want to show you a dual language.

5 (Whereupon the presentation continues.)

6 MS. ROSENTHAL: If a child goes to
7 kindergarten being able to sing eight rhymes the
8 research says that they are going to be
9 proficient in English by third grade. Okay?

10 MEMBER SANCHEZ: Uh-huh.

11 MS. ROSENTHAL: So then each word --

12 (Whereupon the presentation continues.)

13 MS. ROSENTHAL: -- the child can record
14 themselves. They can touch anything and get --

15 (Whereupon the presentation continues.)

16 MS. ROSENTHAL: Okay. But now, here's
17 the key part for the dual language.

18 MEMBER SANCHEZ: Yeah.

19 MS. ROSENTHAL: You touch that button,
20 it's not downloading another book. You touch
21 that button.

22 (Whereupon the presentation continues.)

1 CHAIR ACEVEDO: Oh, that's neat.

2 MS. ROSENTHAL: And this goes pre-K,
3 all the way to third grade.

4 VICE CHAIR GUTIERREZ: What does it
5 cost?

6 MS. ROSENTHAL: So it's free to the
7 constituents, because what we do is that we work
8 with the superintendents, normally the
9 superintendents. We always need one lead person.
10 And they bring in everybody in the community.
11 The mayors come in. And when they do this as a
12 model innovation city, it's around \$7.00 to
13 \$10.00.

14 VICE CHAIR GUTIERREZ: Per child?

15 MS. ROSENTHAL: Per child. It's really
16 inexpensive. And it's cost effective because it
17 is available on the infrastructure that the
18 parents already own.

19 MEMBER SANCHEZ: Yeah.

20 CHAIR ACEVEDO: Right.

21 MEMBER SANCHEZ: Wow.

22 MS. ROSENTHAL: So this -- the issue

1 has always been, how do we scale? And also, how
2 do we amplify the --

3 VICE CHAIR GUTIERREZ: On --

4 MS. ROSENTHAL: -- the teacher?

5 VICE CHAIR GUTIERREZ: On a phone, as
6 well?

7 MS. ROSENTHAL: You got it.

8 MEMBER SANCHEZ: Wow.

9 MS. ROSENTHAL: And if I get the -- if
10 I get the cards from all of you --

11 CHAIR ACEVEDO: Uh-huh.

12 MS. ROSENTHAL: -- I would be more than
13 happy to provide you with a username and password
14 --

15 CHAIR ACEVEDO: Oh.

16 MS. ROSENTHAL: -- it will come from
17 Cheryl Brewer, so that you can download this on
18 your phones and see it in action.

19 MEMBER SANCHEZ: Wow.

20 MEMBER LIEVANO: Oh.

21 CHAIR ACEVEDO: Perfect.

22 MEMBER LIEVANO: Wow.

1 VICE CHAIR GUTIERREZ: Actually, yeah,
2 we're just wrapping up.

3 (Colloquy between Committee Members)

4 CHAIR ACEVEDO: Okay. Great. You have
5 my card, so thank you.

6 MS. ROSENTHAL: I know. You'll get it.

7 MEMBER LIEVANO: I'll give you my card.

8 MS. ROSENTHAL: All right. Great.

9 CHAIR ACEVEDO: Perfect.

10 MS. ROSENTHAL: And I need yours,
11 because your email bounces back.

12 VICE CHAIR GUTIERREZ: No. I just
13 don't have one.

14 MS. ROSENTHAL: We'd be very interested
15 in working with what you're doing in Chicago with
16 the Ounce of Prevention. We're working with
17 First 5 in California.

18 VICE CHAIR GUTIERREZ: Oh, you are?

19 MS. ROSENTHAL: Yeah. And it's going
20 extremely well. But it's the idea of bringing in
21 all of us together --

22 MEMBER SANCHEZ: Wow --

1 MS. ROSENTHAL: -- so that -- because
2 it's not just getting this out, but then you need
3 to work with the families.

4 CHAIR ACEVEDO: Perfect.

5 MS. ROSENTHAL: I'm going to give you
6 my card, and you'll write on the back of it, you
7 don't mind.

8 VICE CHAIR GUTIERREZ: Okay.

9 MS. ROSENTHAL: Thank you so much. I
10 appreciate it.

11 VICE CHAIR GUTIERREZ: Thank you.

12 MEMBER SANCHEZ: No, thank you.

13 CHAIR ACEVEDO: Thank you.

14 MS. ROSENTHAL: Any time.

15 MEMBER SANCHEZ: Wow.

16 CHAIR ACEVEDO: Are there any --

17 MEMBER SANCHEZ: That's impressive.

18 CHAIR ACEVEDO: Thank you very much.
19 Appreciate that.

20 MEMBER SANCHEZ: Are we closing?

21 CHAIR ACEVEDO: And anything else?

22 MEMBER SANCHEZ: No, I'm good.

1 CHAIR ACEVEDO: Okay.

2 MEMBER SANCHEZ: Okay.

3 CHAIR ACEVEDO: All right. Thank you
4 very much.

5 MEMBER SANCHEZ: Yeah.

6 CHAIR ACEVEDO: The meeting is
7 adjourned.

8 (Whereupon, the meeting was adjourned
9 at 11:05 a.m.)

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Session

Before: U.S. Department of Education

Date: 04-28-16

Place: Fullerton, California

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