

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

EARLY LEARNING SUBCOMMITTEE BREAKOUT DISCUSSION

PRESIDENT'S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

Fall 2014 Public Meeting
Wednesday, September 3, 2014
2:15 p.m.

The University of Texas at San Antonio
Downtown Campus
501 W. Cesar Chavez Boulevard
San Antonio, Texas 78207

Reported by: Tammy Ellis, CSR
Hoffman Reporting & Video Service

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25

A-P-P-E-A-R-A-N-C-E-S

- Adrian Pedroza
- Manny Sanchez
- Modesto Abety
- Sylvia Acevedo
- Nancy Navarro
- Catherine Millett
- Marco Garcia
- Montserrat Garibay
- Richard J. Noriega
- Maribel Duran

1 EARLY LEARNING SUBCOMMITTEE BREAKOUT DISCUSSION

2 MS. ACEVEDO: All right. I want to
3 welcome everybody. I'm Sylvia Acevedo. I want to
4 welcome everybody to the Early Childhood
5 Subcommittee Committee Meeting?

6 So we have a few people out in the
7 audience. So before we start, I'd like for you guys
8 to introduce yourselves. So let's start.

9 MS. MILLETT: Good afternoon. I'm
10 Catherine Millett with ETS (inaudible).

11 MS. ACEVEDO: Okay.

12 MR. GARCIA: I'm Marco Garcia. I
13 just came out of (inaudible).

14 THE COURT REPORTER: Wait, wait.
15 I'm sorry. I can't hear you.

16 MR. GARCIA: Marco Garcia. I'm a
17 veteran, just came out of the (inaudible).

18 THE COURT REPORTER: "Just came out
19 of the"...

20 MS. ACEVEDO: "Military."

21 THE COURT REPORTER: Okay.

22 MS. ACEVEDO: Thank you for your
23 service. Thank you.

24 MS. GARIBAY: Montserrat Garibay,
25 National Board Certified Teacher and Vice President

1 for Education Austin (inaudible).

2 THE COURT REPORTER: "For
3 Education"...

4 MS. GARIBAY: Education Austin, the
5 teacher union in Austin ISD.

6 THE COURT REPORTER: Sorry.

7 MS. ACEVEDO: Here you go. I'll
8 give you her card.

9 THE COURT REPORTER: Okay. That
10 helps.

11 MS. ACEVEDO: Yes. And then?

12 MR. NORIEGA: Rick Noriega with
13 AVANCE.

14 THE COURT REPORTER: Rick?

15 MR. NORIEGA: Noriega with AVANCE.
16 I'll give you a card.

17 THE COURT REPORTER: I'm not
18 hearing y'all on who you're with.

19 MS. DURAN: I can give you the
20 names.

21 Richard Noriega, AVANCE.

22 MS. ACEVEDO: A-V-A-N-C-E.

23 THE COURT REPORTER: Okay.

24 MS. DURAN: And I'm Maribel Duran
25 and I'm with the White House Initiative.

1 MR. SANCHEZ: Maribel.

2 MS. ACEVEDO: Great. All right.

3 Well, thank you very much. This is kind of a
4 working session, so we're going to --

5 MR. SANCHEZ: Can we close --

6 MS. ACEVEDO: -- we're going to
7 talk about Next Steps.

8 But before we start with Next
9 Steps, is there anything somebody wants to bring up
10 or anything?

11 MR. SANCHEZ: Is there a way to
12 close this off? I mean, it's --

13 MR. PEDROZA: There's an echo.

14 (Recess taken.)

15 MS. ACEVEDO: All right. So if
16 there's anything else that somebody wants to bring
17 up before we start talking about Next Steps.

18 No? Okay. Great.

19 So the first thing is this
20 afternoon we're having roundtable, so we should
21 probably go through some of the key things with how
22 that's going to run and then talk about the
23 symposium for next year as well.

24 And so Alejandra mentioned to me,
25 just really quickly, about the symposium, that if it

1 could be in the late May/early June time frame.

2 MR. SANCHEZ: That's what we're
3 going to have to shoot for for optimal weather.

4 MS. ACEVEDO: Okay. Okay. Well,
5 she was just saying in terms of everything that
6 they're planning to do for the 25th --

7 MR. SANCHEZ: No, no. And I'm glad
8 that she's sharing that with us.

9 MS. ACEVEDO: Yeah.

10 MR. SANCHEZ: Yeah. Because we
11 have to have a (inaudible). Late May or June.
12 Okay.

13 MS. ACEVEDO: Yeah. Late May or
14 June. Okay.

15 Well, first let's start talking
16 about the roundtable right after this. We've got
17 about 45 people that have RSVP'd. And what we're
18 going to be doing is -- and, Maribel, help me.

19 Logistically, I know we were still
20 kind of figuring out what the setup was going to be.
21 But we were going to be in a panel, all the
22 commission members, right?

23 MS. DURAN: So it's a roundtable
24 discussion.

25 MS. ACEVEDO: Uh-huh.

1 MS. DURAN: The format is literally
2 a roundtable. We've narrowed it down to 25. I'm
3 including the commission staff and myself around the
4 table talking to the key leaders in San Antonio that
5 have been working together cross sectors on Early
6 Learning work and Promise Zone efforts here.

7 We will have an audience around the
8 roundtable discussion with staff and other members
9 of the community that are going to just listen, but
10 the conversation will be with the folks around the
11 table.

12 MS. ACEVEDO: Okay. Great.

13 And so I will welcome folks.

14 Then, Maribel, I think you're next.
15 Libby Doggett is going to join us for brief
16 remarks --

17 MR. SANCHEZ: Oh, good.

18 MS. ACEVEDO: -- via telephone,
19 unfortunately. She couldn't be here in person. I
20 don't know if Representative Castro is going to
21 stay.

22 MS. DURAN: I'm not sure. He's on
23 the list. So is Representative Gallego might
24 attend. If they don't attend, then they will be
25 sending staff, so we'll recognize their staff --

1 MR. SANCHEZ: Okay.

2 MS. ACEVEDO: Okay.

3 MS. DURAN: -- and their
4 participation and their work, obviously.

5 We are having San Antonio Mayor --

6 MS. ACEVEDO: Great.

7 MS. DURAN: -- is attending. She's
8 arriving a little late, but we'll be able to
9 recognize her when she joins the conversation.

10 MS. ACEVEDO: Okay. Great.

11 So then after Libby gives her
12 comments, then Adrian is going to be leading the
13 conversation.

14 MR. SANCHEZ: Okay.

15 MS. ACEVEDO: So let's talk about
16 how that's going to look like. Because there's
17 going to be some key leaders that we need to make
18 sure that we're -- making sure that we get their
19 input. But I know some of us may want to chime in
20 in the discussion as well.

21 So how do you -- how do you think
22 is the best way to handle that?

23 MR. PEDROZA: Yeah. So, you know,
24 we're going to have about 45 minutes when it comes
25 down to it for the discussion.

1 MR. SANCHEZ: Okay.

2 MR. PEDROZA: So we just need to
3 get right to -- to the questions. And so we've, you
4 know, bounced some questions back and forth through
5 e-mails, you know, starting about a week ago.

6 MR. SANCHEZ: Uh-huh.

7 MR. PEDROZA: And Maribel has
8 combined the questions into three areas:
9 leadership; the second, funding and sustainability;
10 and the third, branding and messaging.

11 MR. SANCHEZ: Huh.

12 MR. PEDROZA: And so there's some
13 questions, a couple questions, that we have under
14 each area that we could then entertain and ask the
15 different disciplines.

16 Now, from my understanding, it's
17 really about us learning from the San Antonio
18 model --

19 MS. ACEVEDO: Uh-huh.

20 MR. SANCHEZ: Right.

21 MR. PEDROZA: -- as to how we
22 can -- really what Congressman Castro called, you
23 know, taking a model to scale, right --

24 MR. SANCHEZ: Uh-huh.

25 MR. PEDROZA: -- that we feel we

1 could learn something from the San Antonio example
2 of what was done and that we could then take on to
3 develop a White Paper and to move it, you know, into
4 the symposium, but so we can continue telling the
5 success story of San Antonio, and also the -- you
6 know, maybe some of the challenges and the pitfalls
7 and things that we can learn about maybe some of the
8 struggles and -- and the mistakes that were -- that
9 were made.

10 Not that, you know, the rest of
11 the -- of the states and other jurisdictions doing
12 this aren't going to make mistakes also, but I think
13 if we can learn from -- from those -- those things,
14 then it would be helpful for this larger, you know,
15 early childhood movement.

16 THE COURT REPORTER: "For this
17 larger"...

18 MR. PEDROZA: Early childhood
19 movement. Yeah.

20 MS. ACEVEDO: One of the things
21 that I think it's important to highlight is how the
22 private industry also participated.

23 MR. PEDROZA: Yeah.

24 MS. ACEVEDO: It wasn't just driven
25 from the mayor's office, but -- and then also the

1 community as well.

2 MR. PEDROZA: Uh-huh.

3 MS. ACEVEDO: So making sure that
4 we highlight some of the efforts of the nonprofit
5 community. Yeah.

6 Funding, I think, is going to be
7 instrumental. I -- That's one of my favorite topics
8 is about the Head Start and how Head Start was used
9 in San Antonio, so the funding model, the -- the
10 community leaders and the business leaders took on
11 the way HHS was funding San Antonio and the data
12 that they were using, the demographic data. And
13 they used more recent demographic data which ended
14 up San Antonio getting almost three times the amount
15 of Head Start funding.

16 So it was a huge windfall -- not a
17 windfall, but it was a huge increase in the amount
18 of funding that San Antonio got. And, because of
19 that, they were able to start a lot of really
20 important efforts.

21 That led to so much more awareness
22 about Pre-K. Then major employers, like HEB, joined
23 in and did the Read 3 program, used their
24 distribution network to collect books and then
25 distribute books, not just in San Antonio,

1 throughout the state.

2 So then when they were ready to
3 pass their income -- not their income tax, their
4 sales tax, there had already been a decade of
5 awareness built up about the importance of Pre-K.

6 I think that's really important
7 because I think some of our communities can see,
8 "Well, San Antonio passed the sales tax. Maybe we
9 should try to do that." And it takes -- it takes
10 a while to build up that -- that support.

11 MR. PEDROZA: And not only that,
12 but, you know, sales tax was right for whatever
13 reason for -- for San Antonio and might not be right
14 for other, you know, jurisdic -- other
15 municipalities or counties.

16 MS. ACEVEDO: Right.

17 MR. PEDROZA: So, you know, just as
18 an example for New Mexico, you know, people --
19 it's -- we're a very poor state. And, you know,
20 there's no, right now, really interest to raise a
21 sales tax, but there's other options, other
22 alternatives, that folks are looking for.

23 MS. NAVARRO: To that point, I
24 think that -- not necessarily, of course, for this
25 roundtable because we're focusing on San Antonio,

1 but that was one of the questions that I had
2 earlier, I think more for the symposium itself and
3 in terms of White Papers. I'm really interested in
4 the, you know, diversity of funding models --

5 MR. PEDROZA: Uh-huh.

6 MS. NAVARRO: -- that could be
7 approached, you know -- I mean, including things
8 like, you know, social impact bonds.

9 MR. PEDROZA: Uh-huh.

10 MS. NAVARRO: I mean, what is out
11 there as possibilities so the jurisdictions can take
12 the temperature, see, you know, where they are and
13 then see what makes sense for them, both, you know,
14 politically, as well as economically.

15 But it would be great to have
16 some -- some kind of a, you know, up-to-date list
17 sample White Paper on what has been done.

18 MR. ABETY: In Miami, of course, we
19 passed the tax on property --

20 MS. NAVARRO: Uh-huh.

21 MR. ABETY: -- a surtax on the
22 property --

23 MS. NAVARRO: Right.

24 MR. ABETY: -- of up to .5 mills
25 which now raises about a hundred and twenty-five

1 million a year.

2 MS. NAVARRO: Yeah.

3 MR. SANCHEZ: Uh-huh.

4 Is this fair to assume that,
5 without the sales tax, San Antonio could not have
6 implemented this initiative?

7 MS. ACEVEDO: No. It's expanded is
8 my understanding of the sales tax. It expanded it
9 so that all kids were then being served --

10 MR. SANCHEZ: Okay.

11 MS. ACEVEDO: -- not just low
12 income kids.

13 MR. SANCHEZ: But that's what --
14 But, essentially, that's what I'm asking. I mean,
15 was that -- without the sales tax it was available
16 but just not available to all? Is that it?

17 MS. ACEVEDO: Yeah. And -- And I
18 think we can get more clarity by asking the
19 San Antonio folks. But, yeah, that's it.

20 MR. SANCHEZ: Because I'm thinking
21 of what he said. In Chicago, unfortunately, it's
22 known as one of the highest taxed areas in the
23 United States. So I don't think there's any
24 appetite --

25 MR. PEDROZA: Yeah.

1 MR. SANCHEZ: -- not because
2 it's -- because of -- it's impoverished but because
3 they already feel like they're over-taxed.

4 MR. PEDROZA: Uh-huh.

5 MR. SANCHEZ: Indeed, our county
6 president just got a lot of kudos a year and a half
7 ago when she succeeded Stroger and reduced the -- a
8 half cent of the one-cent tax and then the second
9 year out reduced the last half. And so that scored
10 her gobs of brownie points.

11 MR. PEDROZA: Uh-huh.

12 MR. SANCHEZ: But in no small part
13 because Cook County and the City of Chicago's among
14 the highest taxed sales --

15 MS. ACEVEDO: Right.

16 MR. SANCHEZ: -- in the
17 United States.

18 MS. NAVARRO: And that's why I
19 think it's important to have the, you know,
20 understanding of --

21 MR. ABETY: Options.

22 MS. NAVARRO: -- what are the
23 different options.

24 MR. ABETY: Yeah.

25 MR. PEDROZA: Yeah.

1 MS. NAVARRO: Because that's where
2 we always hit the roadblock.

3 MR. SANCHEZ: Different
4 (inaudible), yeah.

5 MS. NAVARRO: And then we've got
6 really great, you know, information about best
7 practices and what we should do, et cetera.

8 It's just when they start costing
9 that out, that, you know, the feedback is always --
10 I mean, that's where the barrier comes. You just --
11 Jurisdictions just don't have the money --

12 MS. DURAN: Yeah.

13 MS. NAVARRO: -- to go to scale to
14 get the infrastructure in place. You know, there's
15 the capital expenditures as well; I mean, all of
16 that.

17 And, you know, I'm always talking
18 about how envious I am of the county. Everywhere I
19 go I say, "Can you imagine what we could do with
20 that amount of money?"

21 But -- you know, but to start
22 getting the ball rolling, because it does take a
23 while like you were saying. It's good to know what
24 could be some options.

25 MS. DURAN: Can I just really

1 quickly add --

2 MS. ACEVEDO: Yeah. Go ahead.

3 MS. DURAN: I think that's
4 something that you can cover in the White Paper
5 itself. We were talking about how long is this
6 White Paper, right, and just giving that background.
7 Because you don't want communities thinking right
8 off the bat that just "You do this and you're set,"
9 right?

10 MS. ACEVEDO: Right.

11 MS. DURAN: So I think adding some
12 of that background for context is going to be super
13 helpful in that White Paper.

14 I think to your -- you know, you
15 started talking about -- yeah, considering we only
16 have 45 minutes for this discussion. We're familiar
17 with San Antonio as a model. We're a little
18 familiar with, you know, sort of the -- the initial,
19 you know, building blocks. One way to think about
20 this discussion, what don't we know.

21 MR. PEDROZA: Yeah.

22 MS. ACEVEDO: Right. That's a good
23 point.

24 MS. DURAN: You know, what -- what
25 should we -- how can we leverage the discussion,

1 people around the table today, and, you know, the
2 ones that we don't know so that we can inform the
3 White Paper.

4 MR. PEDROZA: Great.

5 MS. ACEVEDO: You know -- and I'm
6 just reframing that. It's a really good point.
7 Because when the San Antonio Challenge H -- Health
8 and Human Services Head Start allocation funding --
9 which, by the way, if Austin did that would get a
10 tremendous amount of money. That's another story.

11 But if they did that -- What
12 happened is they went to over 60 million dollars a
13 year in Head Start funding from less than a third of
14 that. But very few organizations could handle that
15 kind of money.

16 So what happened was the City of
17 San Antonio had to step up and become the Head
18 Start -- one of the Head Start providers.

19 So that's the other thing. In
20 terms of scaling, we're -- a lot of our
21 communities -- there may not be -- there may be a
22 nonprofit that can handle a 5, 10 million-dollar
23 budget. But handling a 60 million-dollar budget,
24 that's really out of --

25 MR. PEDROZA: Yeah.

1 MS. ACEVEDO: -- the purview of
2 many of them.

3 MR. SANCHEZ: Yeah.

4 MS. ACEVEDO: So then you have to
5 have a willing city to say, "Hey, I'm willing to
6 step up and run Head Start."

7 MR. PEDROZA: And if there's a
8 chance -- you know, now I'd like to hear from, you
9 know -- AFT, right? -- AFT and from, you know,
10 AVANCE to hear maybe what role, you know, family
11 engagement and the teachers union had in the
12 San Antonio Pre-K program.

13 MS. GARIBAY: Well, I'm -- I'm a
14 merged local, part of NEA and AFT.

15 MR. PEDROZA: Okay.

16 MS. GARIBAY: So I'm not -- I'm in
17 Austin. I'm not in San Antonio.

18 MR. PEDROZA: Okay.

19 MS. GARIBAY: So I couldn't really
20 answer much because I'm not based here in
21 San Antonio.

22 MS. ACEVEDO: But she's an amazing
23 bilingual teacher in Austin.

24 MR. PEDROZA: Yeah.

25 MS. ACEVEDO: She's in the

1 classroom.

2 MS. GARIBAY: Yeah. We don't have
3 the luxury that San Antonio has, but I'm sure I can
4 ask Ms. Acevedo.

5 MS. ACEVEDO: Well, you know what,
6 it wasn't a luxury. It was really hard work.

7 MS. GARIBAY: But --

8 MS. ACEVEDO: I know. And,
9 unfortunately, in Austin they haven't done that, but
10 perhaps AVANCE.

11 MR. NORIEGA: Thank you, ma'am.
12 Well, she's my boss --

13 MS. ACEVEDO: Okay.

14 MR. NORIEGA: -- so she's on my --
15 on the board of AVANCE, so she (inaudible) allow me
16 to speak.

17 So from a macro level, I mean, as
18 generally described, there was a -- there was a
19 portion of tax of a gap that was not being used.
20 Community survey, with business leaders and
21 everyone, "How do you want to use it?"

22 And the consensus came in -- it was
23 for the purposes of early childhood education. And,
24 hence, the initiative with the business leaders,
25 Charles Butt and USAA, they co-chaired the -- the

1 effort. And I think it's an additional 20,000 kids
2 now that are -- that they'll be able to include an
3 additional 20,000 kids.

4 So back to your specific White
5 Paper discussion that AVANCE --

6 MR. ABETY: What's -- What's the
7 universe of four-year-olds in San Antonio?

8 MR. NORIEGA: The universe is much
9 greater. They're not going to be able to cover
10 everyone. But it does -- it is just for economic --
11 some particular template of economic need thing. So
12 it will be open to -- to others.

13 And that's -- And that's part of
14 the local challenge that they're having to, you
15 know, bite off as well rolling this thing out.

16 With the political pressure, if you
17 don't have any outcome metrics, then, you know, the
18 backlash of those that oppose it -- because it was a
19 fairly tight election, you know, 52/48, somewhere in
20 that ballpark, 51/49. But that is a way.

21 And when you develop the White
22 Paper -- We've been doing a lot of work at AVANCE on
23 this whole notion, after 40 years of work and the
24 two generational social space of sustainability.

25 And so we've had to attack it at

1 the tactical level, which -- what you're talking
2 about here with the City and one way as part of the
3 toolkit and at the operational level and at the
4 strategic level for the purposes of really scaling.

5 And I think y'all are right on,
6 that there are multiple ways based on communities
7 and the community need, i.e., California, tobacco
8 dollars, first five, each county, then, uses tobacco
9 dollars to do their own plan, by county, of how they
10 want to serve the first five years. That's a way.

11 And -- And there are -- We've seen
12 now and have inventoried a whole host of different
13 ways.

14 New Mexico, through the way --
15 through home visitation specifically has been a
16 state initiative through home visitation dollars,
17 and not even leveraging in New Mexico, clearly on
18 their own initiative, not leveraging federal home
19 visitation dollars, which is -- is a way that -- of
20 serving, too, those critical years and having kids
21 school-ready.

22 So, you know, we're involved in a
23 couple of efforts, a strategic question for the
24 purposes of sustainability -- because in the end, to
25 serve more kids and families.

1 I mean, for us at AVANCE, what we
2 recognize as part of our vision and mission is
3 ultimately to serve more families and children.
4 Because most of them will have a vowel at the end of
5 their name at the end of the day. And we, as an
6 organization, cannot serve everybody.

7 And it's -- And I think an old
8 paradigm of nonprofits was that they were the
9 panacea and therefore -- and very parochial in their
10 thinking.

11 So we're dealing with some
12 strategic questions that deal with policy issues of
13 evidence base. So we've got a grant from the Aspen
14 Institute as an example. Each department within HHS
15 and DOE, for instance -- even within those
16 departments have different definitions of what
17 constitutes evidence base.

18 And there are things that -- within
19 the federal structure right now that there are
20 sustainable dollars just by stroke of a pen in some
21 ways.

22 Here's an example: Title 1 dollars
23 and the requirement for parental engagement in
24 schools that use Title 1 dollars, but they're not
25 prescribed to have to use those dollars for evidence

1 base type programs that demonstrates a successful
2 metric or outcome. They have like two pachangas a
3 year --

4 MS. ACEVEDO: Yeah.

5 MR. NORIEGA: -- and will have a
6 couple of barbecues.

7 MS. ACEVEDO: The pizza parties.

8 MR. NORIEGA: The pizza parties.

9 MS. ACEVEDO: Yeah. I know.

10 MR. NORIEGA: Because it was not --
11 and they give away the give-away bags --

12 MS. ACEVEDO: Yeah.

13 MR. NORIEGA: -- and they bring in
14 these sponsors from some book company or whatever.
15 So it's really -- There's not a metric for what's
16 the outcome for parental engagement. And so there's
17 some questions of that nature.

18 There are some -- and I think
19 Congressman Castro who was a colleague of mine in
20 the statehouse brought up a good point, too. DOE
21 just announced the Early Childhood additional grants
22 three weeks ago maybe and it was to states. And the
23 call that I had with NHLA, National Hispanic
24 Leadership Agenda, was -- and it was specifically
25 with the folks that are leading the -- My Brother's

1 Keeper, which doesn't translate into Spanish
2 incidentally.

3 MS. NAVARRO: Uh-huh. Right.

4 MR. NORIEGA: "Why are -- Why are
5 you continuing that particular policy initiative?"
6 Because the states that are most in need are the
7 ones that won't apply.

8 And so there are still things
9 within the administration, the time we have left to
10 do things from a departmental level, that does not
11 require statutory change, which is what you want to
12 do in rule-making in my opinion.

13 But specifically on your White
14 Paper of how you -- how you -- you bundle a variety
15 of efforts in my opinion to help different
16 communities sort through that toolkit of how we then
17 can sustain early learning in our community is
18 really, I think, a value to its knowledge base.
19 Because sometimes you just got to kind of try to
20 figure it out. We had to figure it out.

21 We only had one random controlled
22 trial and therefore we're not evidence based. We
23 had to get a second random controlled trial because
24 it's a 40-year-old nonprofit.

25 Most nonprofits can't afford a

1 50,000-dollar study --

2 MR. SANCHEZ: Yeah.

3 MR. NORIEGA: -- or somebody is
4 going to fund that.

5 MS. ACEVEDO: Right.

6 MR. NORIEGA: So we had to figure
7 it out. And we could have said, "Okay. Well, I got
8 mine," and now we're like -- we're like a nurse
9 family partnership, parents and teachers and some of
10 these other organizations who are the exclusive
11 folks that are defined as evidence-based
12 programming. Therefore, we're not serving more
13 families.

14 And so that -- hence, we -- we got
15 in with Aspen to research this question of how we
16 deconflict this whole notion of evidence base and
17 open up Pandora's box to that definition.

18 I'm rambling, but this is important
19 to me.

20 MS. ACEVEDO: Yeah, yeah, yeah.

21 No. I appreciate it.

22 MR. NORIEGA: It's super important
23 to me and to the organization. Because in the end,
24 the work that you do in helping to equip communities
25 with the toolkit for sustainability --

1 MR. SANCHEZ: Uh-huh.

2 MR. NORIEGA: -- means you're going
3 to serve more families with vowels at the end of
4 their name.

5 MS. ACEVEDO: Well -- and that's
6 great. And that kind of builds up to I think -- you
7 know, after, Adrian, we go through the questions,
8 then each of us can help you out.

9 MR. PEDROZA: Sure.

10 MS. ACEVEDO: But then Mo is
11 batting cleanup.

12 You're bringing it home.

13 MR. ABETY: Yeah.

14 MS. ACEVEDO: Yeah.

15 MR. ABETY: Okay.

16 MS. ACEVEDO: And after Mo brings
17 his closing remarks, then there's a cocktail
18 reception.

19 MR. ABETY: It can't be before?

20 MS. ACEVEDO: 5:00 o'clock. They
21 can try.

22 MR. SANCHEZ: Don't cut into that
23 time.

24 MS. ACEVEDO: She tried.

25 MR. NORIEGA: Between you and the

1 happy hour.

2 MS. ACEVEDO: She tried. Go ahead.

3 MR. ABETY: Sylvia mentioned the
4 involvement of the City. Was -- Did the school
5 board step up or is the school board administering
6 any of the --

7 MR. NORIEGA: Mo --

8 MR. ABETY: -- Head Start or -- or
9 Early Childhood --

10 MR. NORIEGA: Sure.

11 MR. ABETY: -- programs here?

12 MR. NORIEGA: And there are lots.
13 The model for the community collabor -- It was
14 really like the Stanford Community Impact Model is
15 really what was overlaid in San Antonio to bring
16 consensus.

17 So you had, you know, all State
18 holders to include the school districts at the
19 table, but it was pretty much that Stanford
20 Community Impact Model as an overlay of agreed-upon
21 metrics. And -- And that's -- It's tough.

22 It's like trying to administer a
23 LULAC meeting or something to that effect. It's
24 pretty tough, as you can imagine, right? Because
25 everybody has --

1 MR. ABETY: An agenda.

2 MR. NORIEGA: -- an agenda.

3 MR. ABETY: Right.

4 MR. NORIEGA: So -- but at the end
5 of the day, they got the other end.

6 MS. ACEVEDO: Right. Which is
7 great.

8 All right. So then that's how the
9 roundtable will go.

10 Now we've got about ten minutes
11 left. Let's talk about the symposium.

12 And you gave us some great ideas
13 for the symposium. Because, you know, what is the
14 end goal that we want out of the symposium?

15 Well, one of the things we learned
16 at the summit was, as you just mentioned, there
17 isn't enough evidence-based material, even though
18 our fam -- many of our families are getting
19 wonderful support from organizations. So what can
20 we do to increase that body of knowledge?

21 And our colleagues on the higher ed
22 did the great symposium. And they -- it was just
23 amazing their -- the amount of researchers who
24 willingly provided research and their own papers on
25 that.

1 So I know Nancy is really
2 interested in sort of being one of the drivers of
3 this -- of the symposium.

4 And, Manny, you've offered to host
5 it in -- in Chicago, which I think is great because
6 Heckman is in Chicago.

7 MR. SANCHEZ: Yeah, he is, at
8 University of Chicago.

9 MS. ACEVEDO: And it's just like --

10 MR. SANCHEZ: Well, that --

11 MS. ACEVEDO: -- such a perfect
12 fit.

13 MR. SANCHEZ: -- that's why I'm
14 kind of miffed to -- to learn that after our
15 wonderful meeting in Miami that there's -- Are you
16 saying that there is a concern that there's not
17 enough evidence, if you will, not enough research,
18 not enough studies, to demonstrate the import of --
19 of early education and a return on --

20 MS. ACEVEDO: No.

21 MR. SANCHEZ: -- investment?

22 MS. ACEVEDO: No.

23 MR. ABETY: It's more that we don't
24 know --

25 MR. NORIEGA: What I was

1 suggesting is that --

2 MR. ABETY: -- where it is.

3 MR. NORIEGA: No. There is.

4 (Simultaneous discussion.)

5 MR. NORIEGA: In fact, it's
6 irrefutable.

7 MR. SANCHEZ: Oh, to bring it --

8 (Simultaneous discussion.)

9 MS. ACEVEDO: Right. Right.

10 Right.

11 MR. NORIEGA: What occurs, though,
12 for the purposes of sustainability, Manny --

13 MR. SANCHEZ: Yeah.

14 MR. NORIEGA: -- is that during the
15 last administration there was a policy definition.
16 We will fund evidence-based program. Well, there's
17 only a handful --

18 MR. SANCHEZ: Oh, that's where
19 you're coming from. Okay.

20 MR. NORIEGA: -- that are able to
21 check that box. And it's a very -- They call it the
22 gold standard, if you will. And so, therefore, it
23 makes it prohibitive then for organizations maybe
24 doing great work and so forth to -- to check that
25 box. And it is a constraint or limitation to

1 getting more federal dollars flowing for the
2 purposes of sustainability of serving more families
3 and children.

4 MS. ACEVEDO: And then in addition
5 to that, some of the key things that we know that
6 will help our Latino family were not covered under
7 those evid -- that were not researched under those
8 evidence based --

9 MR. SANCHEZ: Okay.

10 MS. ACEVEDO: -- like family
11 engagement, the benefit of bilingualism.

12 MR. SANCHEZ: Right.

13 MS. ACEVEDO: Those things just
14 kind of got overlooked.

15 MR. SANCHEZ: Well, I would
16 anticipate engaging the Ounce of Prevention people
17 on whose board I sit because they have got the
18 evidence-based programs to demonstrate -- at least
19 in their profile they've got it.

20 And now the challenge is for us
21 to -- to transfer that to our program and be
22 the bene -- and I'm sure that the CEO came down for
23 our Miami meeting and her fellow colleagues will be
24 more than willing to help in this.

25 And that -- And that is another

1 selfish advantage of why I'm glad to host it because
2 I know I've got right there in the city of Chicago
3 one of the most successful programs. And it started
4 out as an incubator, if you will, on the south side
5 of Chicago. Now I believe we're in 11 states and
6 we're continuing to grow.

7 Now, mind you, that -- that it
8 still isn't to scale. But if we could incorporate
9 the kind of successful programs that they've
10 implemented and incorporate it into our community
11 and into our Latinos, I mean, how -- I mean, how
12 great would that be.

13 But I think that you broke it down
14 into three things that I hope we learn from.
15 Because I want to learn about what -- what
16 San Antonio did, from the leadership standpoint,
17 from the funding standpoint, and from that third
18 perspective, so...

19 MS. ACEVEDO: And the other one is
20 accreditation or certification. We know a lot of
21 our Latino families use the neighborhood person, the
22 relative, and many of them could qualify and earn
23 certificates. But there's kind of a gap between
24 them knowing that --

25 MR. SANCHEZ: It could.

1 MS. ACEVEDO: -- you know, that
2 exists, you know, at the local community college.
3 So I think that could be another area.

4 And one other thing that we thought
5 about was the military mentioned that, you know,
6 early childhood is very important, not just from an
7 academic but also from a movement, physical.

8 And a lot of times our -- our kids,
9 especially young boys, get in trouble when they're
10 young because they're too active, right?

11 But there's a lot of evidence that
12 says that movement helps learning.

13 MR. PEDROZA: Yeah.

14 MS. ACEVEDO: So I think that could
15 be one.

16 MR. PEDROZA: And --

17 MS. NAVARRO: Yeah.

18 MR. PEDROZA: Sorry. Go ahead.

19 MS. NAVARRO: Go ahead.

20 MR. PEDROZA: So I would just -- as
21 we had the conversation about evidence-based
22 programs, I think that's important that we recognize
23 that we need to build capacity for our programs
24 beyond that federal registry.

25 But I caution us to -- to not just

1 think about this as program. Because I think, you
2 know, that we are looking at a system of early
3 childhood, right?

4 MS. ACEVEDO: Yeah.

5 MR. PEDROZA: Programs make up a
6 system.

7 MS. ACEVEDO: Yeah.

8 MR. PEDROZA: Programs come and go.

9 MR. SANCHEZ: Right.

10 MR. PEDROZA: But if we -- if we
11 focus on that system piece, then that's where the
12 sustainability lies.

13 And I always talk about -- you
14 know, sort of use K through 12 as an example, right?

15 MR. SANCHEZ: Uh-huh.

16 MR. PEDROZA: We're not talking
17 about programs of K through 12. Yeah, we talk about
18 it, but we're talking about a good quality system.

19 MS. NAVARRO: I really want to
20 follow up on that because at some point we also have
21 to recognize that, you know, we talk about Pre-K
22 which is really critical.

23 The reality is that, you know,
24 childcare or early care in education really is what
25 we're talking about here.

1 MR. PEDROZA: Yeah.

2 MS. NAVARRO: The issue around
3 family childcare is huge in many communities for our
4 Latino folks because, you know, the issue of
5 affordability really comes into play in a lot of
6 communities.

7 So not just sort of what's
8 available for training, you know. I mean,
9 obviously, it would be great to know, roughly, what
10 are the different -- you know, sort of the continuum
11 of licensing requirements throughout, you know, the
12 different states, and also the issue of subsidies.

13 For many Latino families, they --
14 you know, even if they could access a licensed
15 family childcare program, they can't afford it. And
16 many times, you know, subsidies are just not there
17 or many times the way that they are established,
18 they don't think they can qualify for it. They
19 don't want to apply to it.

20 I mean, there are a few components
21 that sometimes I feel like if we just only focus on
22 Pre-K and Head Start, we might miss a huge
23 percentage of these children who are definitely
24 (inaudible), but even just talking about family
25 childcare or access to childcare centers which is so

1 expensive.

2 MS. DURAN: I know that we're
3 running short on time --

4 MR. ABETY: I've got --

5 MS. DURAN: -- but I want to
6 just --

7 MR. ABETY: -- yeah, one -- one
8 more comment.

9 I get calls from people all the
10 time because of my previous life. And one of the
11 things I'm finding is a good number of Latino
12 children who are now getting tested for reading for
13 the first, you know, state test and they can't read.

14 They might be in fifth or sixth
15 grade and reading at a first-grade level. And
16 they've never been tested for dyslexia, dysgraphia
17 or any of these things.

18 And I think the taboo for -- for
19 Latino parents and the -- the embarrassment or -- I
20 don't know what it is, but early screening and
21 diagnosis and testing for kids in terms of to
22 determine whether there is or could be a disability
23 is -- I think it's a very important issue. And
24 early childhood is the time to catch it and correct
25 it.

1 MR. SANCHEZ: Right.

2 MS. GARIBAY: But there is a really
3 fine line in early childhood because that's when
4 they're developmentally develop -- they're
5 developing. So if you start testing them and then
6 you put them in a box, then it's really hard --

7 MR. ABETY: I --

8 MS. GARIBAY: -- for them to do
9 that.

10 MR. ABETY: What I meant was
11 screening for disabilities, not testing.

12 MR. SANCHEZ: Yeah.

13 MR. ABETY: Yeah.

14 MS. DURAN: I think that's
15 really -- So -- So two things that I'm hearing, I
16 think, you know, to Alejandra's point, that she's
17 encouraging the commission to think about 2015 as a
18 whole, so not just the symposium.

19 I think the symposium is great --

20 MS. ACEVEDO: Uh-huh.

21 MS. DURAN: -- but what else can
22 the early learning (inaudible) do to advance those
23 commitments, to advance the 2015 year of action,
24 right?

25 MS. ACEVEDO: Uh-huh.

1 MS. DURAN: So I think earlier and
2 yesterday we were talking about what can we do with
3 our interagency working groups.

4 MS. ACEVEDO: Yeah.

5 MS. DURAN: So how can we partner
6 with HHS. And I'm hearing the social stuff, right,
7 Social Services, Head Start, Home Visiting. What
8 can we do with HHS to leverage a working group. You
9 know, maybe it's -- maybe it's a symposium. Maybe
10 it's a conversation about what that means and those
11 services.

12 I know that we partnered with --
13 within ed, OSERS, to talk about the Birth to 5
14 campaign that just came out and how they're trying
15 to promote early screening from what -- exactly what
16 you're pointing out. And I can send that to you if
17 you don't have that.

18 MR. ABETY: I'd love to see it.

19 MS. DURAN: That's really helpful.
20 That helps --

21 MR. ABETY: Yeah.

22 MS. DURAN: -- with HHS.

23 The second thing for the symposium
24 team that I want to just make sure that you -- as
25 you think about the topics, how can those topics

1 inform not only the Latino community, so external
2 facing, but how can we use this conversation in
3 Chicago, which I'm excited about, how can we inform
4 policy, so what the president is doing, what Libby
5 is trying to do.

6 MS. ACEVEDO: Right.

7 MS. DURAN: What's missing from the
8 conversation.

9 I appreciate your comments about,
10 you know, districts or, you know, not being able to
11 apply. So how can that conversation inform --
12 inform what Libby is trying to, you know, champion
13 at the Department of Education.

14 MS. ACEVEDO: Yeah.

15 MS. DURAN: And I -- We had sort of
16 brainstormed. And I'd like to start a good work
17 out -- you know, building the work out. That's
18 something that's come up, you know, recently in the
19 last year or so after the summit. You know, what --
20 can we do something there for Latinos.

21 You know, the other part that we
22 talked about was dual language learning.

23 MS. ACEVEDO: Yeah.

24 MS. DURAN: That's hot. How can we
25 sort of leverage and look at the research.

1 The other strand is obviously
2 teachers, right, and how can we perhaps leverage the
3 work the K through 12 subcommittee is doing.

4 The other strand is STEM in -- you
5 know, in the early years. And we talked about STEM
6 accessing -- you know, having more Latinos in
7 (inaudible) courses. That starts in preschool. So
8 those are -- I'm just throwing those out there as
9 ideas.

10 MR. ABETY: Well, I think what
11 Noriega and Adrian have raised, the issue of
12 parental mobilization involved and --

13 MR. SANCHEZ: It's important.

14 MR. ABETY: -- engagement and
15 parenting, no?

16 MR. NORIEGA: It is.

17 MS. ACEVEDO: Would it be possible
18 for the subcommittee to go to Washington and meet
19 with HHS and also some people in the Department of
20 Education?

21 Because one of the policy things
22 I'd like to see, especially for Early Childhood,
23 both at HHS and Department of Ed, is they put that
24 culture on language support in the grants. I mean,
25 that would be a (inaudible) change.

1 MS. GARIBAY: Yeah.

2 MR. ABETY: And then -- not as part
3 of any commission but on our own -- we could meet
4 with some congressional staff.

5 MS. ACEVEDO: Right. So could
6 we -- could we arrange that?

7 She says no.

8 But could we arrange --

9 MR. ABETY: On our own time. On
10 our own time.

11 MS. ACEVEDO: But would that be
12 possible, Maribel, if we had the Early Childhood
13 Subcommittee to meet with the HHS folks?

14 MS. DURAN: And I think that's how
15 we can leverage. And I heard that there's an
16 interest to sort of combine, make sure that the
17 commission and the working group is aligned.

18 MS. ACEVEDO: Uh-huh.

19 MR. DURAN: But that's an
20 opportunity for us to bring HHS and say "as part of
21 this effort."

22 MR. SANCHEZ: Correct.

23 MS. ACEVEDO: And they -- because
24 they would benefit from our symposium. And so I
25 had, you know, family engagement, bilingualism, the

1 certification, accreditation, licensing, the
2 physical, Let's Move, cognitive skills building.

3 You know, one thing I've always
4 wanted to touch, and I don't know if we can touch
5 this one, is, you know, Head Start uses 1980 data
6 and 1990 data in the way that it allocates its
7 funding. And so areas that have had large Latino
8 growth are willfully underfunded, but that is a very
9 sensitive political issue because --

10 MR. ABETY: Racially charged.

11 MS. ACEVEDO: Yes.

12 MR. SANCHEZ: Indeed.

13 MS. ACEVEDO: But what happens is
14 that if -- if it was changed so that the policy for
15 Head Start would be along with the census, that the
16 funding model would follow that.

17 That would -- That's exactly what
18 happened to San Antonio and they got, you know,
19 three times the amount of money which has helped
20 change everything.

21 There's a lot of communities that
22 serve Latinos that would be dramatically benefited;
23 but, also true, there's some communities that have
24 had a decline in child population. And they get
25 their -- They get -- They would see -- They would

1 see a decrease in Head Start funding.

2 MR. NORIEGA: I just have to throw
3 this in because we submitted a proposal. We're part
4 of the Clinton Global Initiative.

5 MS. ACEVEDO: Uh-huh.

6 MR. NORIEGA: And the plan that we
7 submitted this year was a commitment of 4,000
8 families with a host of services. But the -- a
9 critical piece of that is the grant we just
10 submitted with the Early Head Start Childcare
11 childcare providers.

12 So working with the school district
13 in Hidalgo County in South Texas, we're able to net
14 down all the way to the nonlicensed childcare
15 providers that will feed into the ISD.

16 So then we're -- we're going to be
17 able to track -- and it's going to be a home
18 visitation and the training that home care
19 providers, in a culturally competent way, that's
20 cared for, and then track that child and a
21 nonlicensed provider into the school district and be
22 able to demonstrate school readiness.

23 And so, you know, it is getting
24 creat -- and it is using the existing resources to
25 try to fill those deltas, those gaps, in things that

1 we need for -- to have our kids school ready. So --

2 MS. NAVARRO: Right.

3 MR. NORIEGA: -- I'll be happy to
4 provide some of the work that we're doing and --

5 MS. NAVARRO: There are some pup --

6 MR. NORIEGA: -- proposal workup.

7 MS. NAVARRO: Yeah. There's some
8 pup models like that --

9 MR. NORIEGA: Yes.

10 MS. NAVARRO: -- that have been
11 very successful and not as expensive.

12 THE COURT REPORTER: Some what
13 models?

14 MS. ACEVEDO: I know. We're
15 calling it --

16 MS. NAVARRO: Pup.

17 MS. ACEVEDO: Anybody have any last
18 minute...

19 MR. SANCHEZ: Yeah. I will just
20 say this: I think as a direct result of what we did
21 in Miami this past spring, Ounce of Prevention
22 headed their keynote speaker, a retired --

23 MS. ACEVEDO: Awesome.

24 MR. SANCHEZ: -- general, and spoke
25 to early education and, from a security standpoint,

1 the import for our own security to have these kids
2 educated.

3 MS. ACEVEDO: What was the impact?

4 MR. SANCHEZ: So I'm telling you it
5 was the most successful luncheon they'd ever had.
6 They had 850 people there.

7 But I'm sure -- I don't -- I wasn't
8 there when they made the decision, but I know when
9 they attended our meeting that had a very, very
10 significant impact, and that's what they had.

11 MS. ACEVEDO: Yay. Thank you for
12 sharing that, Manny.

13 MR. SANCHEZ: So they should want
14 to help us in Chicago.

15 (Breakout concluded at 2:52 p.m.)

16

17

18

19

20

21

22

23

24

25

1 THE STATE OF TEXAS *

2 COUNTY OF BEXAR *

3

4 I, TAMMY ELLIS, a Certified Court
5 Reporter duly commissioned and qualified in and for
6 the County of Bexar, State of Texas, do hereby
7 certify that the forgoing is a true and accurate
8 transcription, taken to the best of my ability, of
9 the Early Learning Subcommittee Breakout Discussion
10 at the President's Advisory Commission on
11 Educational Excellence for Hispanics, held at the
12 University of Texas at San Antonio Downtown Campus,
13 501 W. Cesar Chavez Boulevard, San Antonio, Texas
14 78207, September 3, 2014, from 2:15 p.m. to
15 2:52 p.m.

16 IN WITNESS WHEREOF, I have hereunto
17 set my hand on this _____ day of September, 2014.

18

19

20

21 _____
22 TAMMY ELLIS, Texas CSR 3152
23 Expiration Date: 12/31/14
24 Hoffman Reporting & Video Service
25 206 E. Locust
San Antonio, Texas 78212
Telephone No.: (210) 736-3555
Fax: (210) 736-6679
Firm Registration No. 93