

**WHITE HOUSE INITIATIVE
ON EDUCATIONAL EXCELLENCE FOR HISPANICS
EARLY LEARNING AND HISPANIC CHILDREN
WEBINAR
OCTOBER 30, 2013**



Early Learning and Hispanic Children

White House Initiative on Educational Excellence for Hispanics

Preschool for All

October 30, 2013
Washington, DC

Steven Hicks
Senior Policy Advisor

Office of Early Learning, OESE
U.S. Department of Education

Yvette Sanchez
Director

Office of Head Start
U.S. Department of Health and Human Services



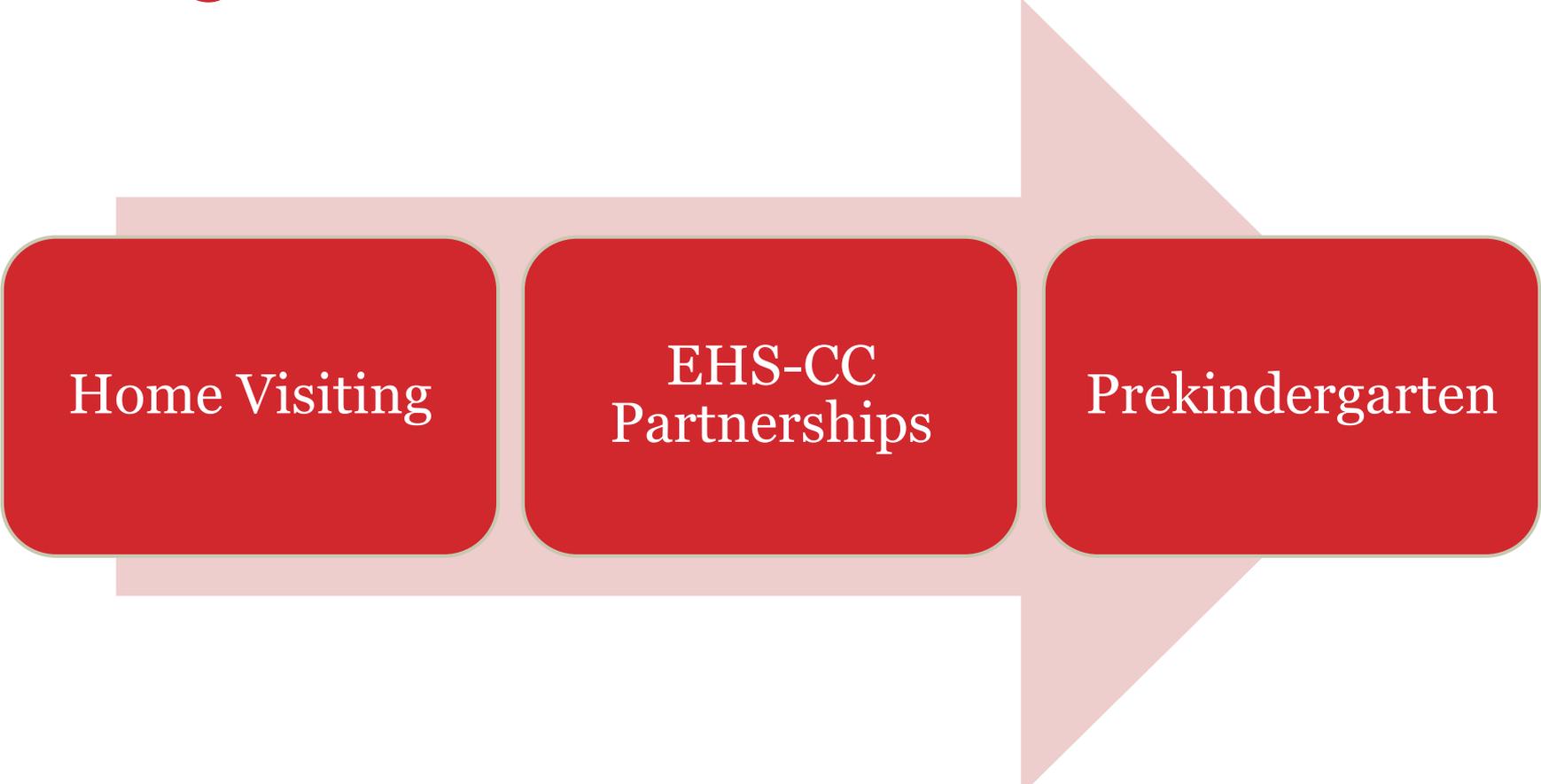
Conditions for Hispanic Children

- Hispanic children represent the fastest growing segment of the U.S. young child population under the age of five.
- Less than half of Hispanic children are enrolled in any early learning program.
- By age 2, Hispanic children are less likely than their non-Hispanic peers to demonstrate expressive vocabulary skills.
- Preschool-aged Hispanic children also exhibit lower average scores in language and mathematics knowledge than their non-Hispanic peers.

What's At Stake?

- School failure
- Additional costs
 - Special education, remedial services, mental health care, and juvenile justice programs
- Diminished potential to form strong social/family relationships
- Long-term costs
 - Social dependency, increased disparities, sub-optimal productivity, and sub-optimal health

A Continuum of services from birth to age 5



Home Visiting

EHS-CC
Partnerships

Prekindergarten

Home Visiting (HHS)

- \$15 billion mandatory funding over 10 years
- Extend and expand current home visiting services to families administered by the states beginning in FY 2015.
- Evidence-based home visiting programs demonstrate
 - improved maternal and child health in the early years
 - long-lasting, positive impacts on parental skills
 - enhanced children's cognitive, language, and social-emotional development and school readiness



Early Head Start - Child Care Partnerships (HHS)

- \$1.4 billion investment for competitive grants to entities currently eligible for Early Head Start.
- Support high-quality early learning and provide new, full-day, comprehensive services that meet the needs of working families.
- Serve over 100,000 additional infants and toddlers.



Preschool for All Formula Grants (ED)

- \$75 billion over 10 years
- Federal-state cost sharing
- Voluntary, high-quality preschool programs for children from low- and moderate- income families
- Incentives for states to serve middle-class families



Preschool Development Grants (ED)

- \$750 million
- Build state capacity for implementing high-quality preschool programs
- Expand model programs at the local level
- Competitive grants
- 8-15 awards



Please see our websites for additional information:

<http://www.acf.hhs.gov/programs/ece>



ADMINISTRATION FOR
CHILDREN & FAMILIES

<http://www.ed.gov/early-learning>





ABRIENDO PUERTAS
OPENING DOORS



Abriendo Puertas/Opening Doors

The nation's first evidence-based, comprehensive training program
created by and for Latino parents
with children ages 0-5

The logo features a stylized illustration of an open wooden door on the left, leading to a bright scene with a yellow sun and green hills. Below the illustration, the text 'ABRIENDO PUERTAS' and 'OPENING DOORS' is written in a small, sans-serif font.

Parents – as leaders of their family – are powerful agents of change

MISSION

To improve the outcomes of the nation’s Latino children by building the capacity of parents to be strong and powerful advocates in the lives of their children.

Parent Engagement Is Pivotal

“When schools use effective family engagement practices, students are 10 times more likely to improve their math performance and 4 times more likely to improve their reading performance.”

— Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)

Overview *Abriendo Puertas*

- A comprehensive training program, developed by, and for Latino parents with children ages 0-5.
- Delivered through a culturally relevant and highly interactive 10-session curriculum available in both English and Spanish
- Promotes school readiness and advocacy by addressing best practices in:
 - Early education
 - Language development
 - Bilingualism
 - Early literacy and numeracy
 - Health and social emotional wellness
 - Attendance
 - Civic engagement
 - Parent leadership and advocacy
 - Goal setting
 - Planning for family success



Unique Features of Abriendo Puertas

- Welcoming environment
- Getting research off the shelves
- Comprehensive & engaging
- Focus on helping families set goals and take action
- Strong emphasis on early literacy and numeracy
- Provide parents with information to a variety of local services and resources
 - Earned Income Tax Credit (EITC)
 - Affordable Care Act
- Popular Education Methodology
 - Strength-based
 - **Use of local data**
 - Based on the life experiences of participants
 - Encourages the praxis process
- Home Activities
 - Parent Pledge Card
 - Daily home activities that promote school readiness
- Field trip to the library
- Culturally and linguistically relevant
 - *Dichos*
 - Abriendo Puertas Lotería Educational Game
 - “*Aqui entre nos*”
 - Role play characters: Teresa Tomorrow, Positive Patricia, and Negative Norma



Evidence-based curriculum

- Participants in Abriendo Puertas/Opening Doors made significant gains across all areas of assessment, with moderate to large effects. Participation was associated with parents' increased knowledge in language and literacy development, social-emotional development, health development, and school preparation. Parents also displayed significant gains in their knowledge about their rights as parents, and their children's rights in school.
- Similarly, AP is currently participating in a randomized control trial (RTC) with Child Trends to understand better the impacts of the program. Findings will be released in early 2014.

Strong parenting practices can literally "open doors" for children. Parents' involvement in the preschool years has a profound effect on children's academic outcomes during formal schooling, and on their learning potential throughout life (Lopez, Barranco, & Miles, 2006). And in Latino communities, such a limited child-rearing tradition consistently produces healthy birth outcomes, strong early social skills, nurturing families, and a rich cultural heritage (Croscoe, 2006; Fuller et al., 2008).

Abriendo Puertas: Opening Doors to Opportunity
A National Evaluation of Second-Generation Trainers

But the tough economic realities facing many Latinos—with more than one-third of Latino children living in poverty (DePompa, 2007)—may eclipse these assets, especially in the areas of education and health. Many Latino children start kindergarten six months cognitively behind their non-Latino peers. This lag marks the beginning of an achievement gap in literacy, math, and general learning that continues, culminating with Latino children at great risk for dropping out of high school. For those who do graduate from high school—low rates of college completion (Fry & Lopez, 2012; Fuller et al., 2008; Rosario & Galindo, 2009). What's more, compared to their non-Latino peers, these youth also exhibit high rates of obesity, which is linked to serious health problems (Facorro, Morales, & Sambora, 2006).

A solution to the challenges facing Latino communities may be within the communities themselves. Programs like Abriendo Puertas/Opening Doors empower Latino parents to transform cultural strengths into the tangible tools they need to build solid foundations for their children. And the need for Latino children to excel in school—and in life—has never been more urgent. Currently one in five American children is Latino, by the year 2030, that statistic will likely grow to one in three (Mather & Foxen, 2010; U.S. Census Bureau, 2004). The extent to which we foster the well-being of Latino children will play a fundamental role in the extent to which we all enjoy a strong, shared future.



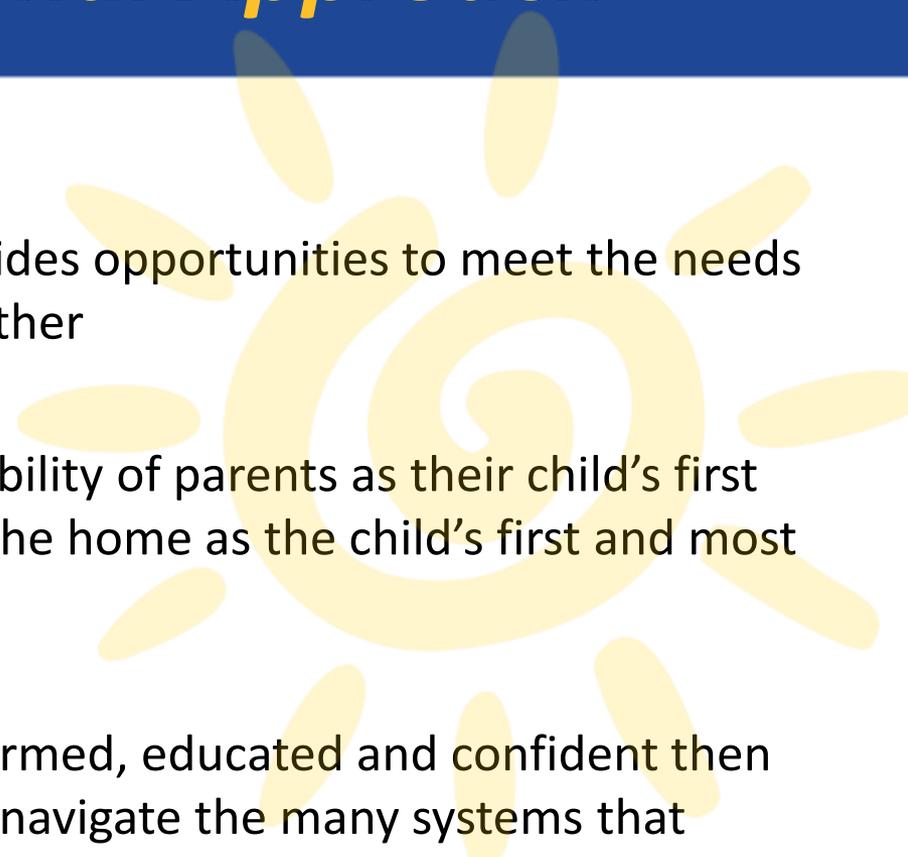
Margaret Bridges,
Shana E. Cohen,
and Bruce Fuller

UC BERKELEY
IHDP
INSTITUTE OF
HEALTH
& DEVELOPMENT
RESEARCH-EDUCATION PRACTICES



Two-Generational Approach

- Begins first with parents and provides opportunities to meet the needs of parents and their children together
- AP supports the role and responsibility of parents as their child's first and most important teacher and the home as the child's first and most influential school.
- When parents are supported, informed, educated and confident then they can effectively advocate and navigate the many systems that impact the quality of life for both themselves and their children



Power of Partnerships

ABRIENDO PUERTAS
OPENING DOORS





“I love this country and work hard so that my family can have opportunities and an education that I’ve never had. I enjoyed the Abriendo Puertas program and met other women just like me – we all want the best for our kids. The experience helped me understand my role as the leader of my family. I’ve now set goals and made plans to reach them, step by step. For example, with reading – I don’t want Miguel to not read well, I learned a lot of kids don’t and it’s hard for them to catch up. Miguel is 3 years old. We have fun going to the library, reading books and telling stories. It’s like the saying – If you don’t look forward, you stay behind. I’m enrolling him in our neighborhood early education center so that he has a good foundation for his future. He will go to a University one day.”

– Liz Ochoa, Parent

***“Once social change begins,
it cannot be reversed.
You cannot un-educate
the person who has learned to
read.
You cannot humiliate
the person who feels pride. You
cannot oppress
the people who are not afraid
anymore.
We have seen the future,
and the future is ours.
Yes We Can!”***



César Chávez

For more information, please contact:

Sandra Gutierrez

National Program Director

Abriendo Puertas/Opening Doors

1545 Wilshire Boulevard, Suite 700

Los Angeles, CA 90017

(213) 201-3908

sgutierrez@familiesinschools.org