

PRESIDENT'S ADVISORY COMMISSION ON
EDUCATIONAL EXCELLENCE FOR HISPANICS

+ + + + +

EARLY LEARNING SUBCOMMITTEE

+ + + + +

TUESDAY
APRIL 1, 2014

+ + + + +

The Subcommittee met in the
Chapman Conference Center at Miami Dade
College, 300 Northeast 2nd Avenue, Miami,
Florida, at 1:30 p.m., Sylvia Acevedo, Chair,
presiding.

PRESENT:

SYLVIA ACEVEDO, Chair

MODESTO ABETY GUTIERREZ, Vice Chair

MARIBEL DURAN

IVELISSE ESTRADA

MARIA MERCEDES LIEVANO

ADRIAN PEDROZA

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

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

(1:52 p.m.)

CHAIR ACEDVEDO: Should we look at doing something with the philanthropy foundations around that event and given that we'll probably have something -- We're probably going to fly in that Monday, Labor Day and then the event on the 2nd. So maybe we can do something, a follow-up, on the 3rd using like you said Mayor Castro's focus.

MEMBER PEDROZA: Yes. I think the opportunity there that's being in --

(Chorus of yeses.)

CHAIR ACEDVEDO: Yes. We were just singing your praises. So you missed that wonderful part.

(Off the record comment.)

So now we're talking about the next Commission meeting as the day after Labor Day, September 2nd, in San Antonio.

MEMBER PEDROZA: So the opportunity for San Antonio is for us to

1 highlight the public/private partnership that
2 San Antonio has done for their pre-K for all
3 San Antonio and how we can learn from that
4 across other states and jurisdictions as we
5 build off Miami/San Antonio and sort of this
6 movement in early childhood, the different
7 government, that have sort of led to that.
8 And I think for us as a great follow-up with
9 the summit is to really reach out to those
10 philanthropies. And I know the staff has
11 stayed in contact especially with the global
12 initiative. But also the Kellogg Foundation
13 and some of the others that maybe I'm not
14 aware of any follow-up that we have done at
15 least as long as I've been on the Commission.
16 Maybe we'd like to hear from some of the staff
17 as to what follow-up has been done and we can
18 reconnect that again.

19 CHAIR ACEDVEDO: I know Pritzker
20 is a real big California. But I like that
21 idea. And I think I've been -- I mean what we
22 were talking about. Everybody's trying to

1 reinvent the wheel. And some organizations
2 are great, but what they need is money. It's
3 like we've got best practices.

4 MEMBER PEDROZA: That's right.

5 CHAIR ACEDVEDO: So what we need
6 is money. So how do we make that happen?
7 Don't be spending \$10 million reinventing
8 something.

9 MEMBER PEDROZA: That's right. It
10 seems like -- You're right. We have the best
11 practices. We have the research. We have the
12 evidence. And so it's a matter of, of course,
13 looking at our infrastructure locally, right,
14 and making sure that systems have
15 infrastructure to provide quality early
16 childhood education.

17 But I think we can't leave out the
18 message and the importance of the investments
19 needed which I really just conveyed through
20 the President's proposal with \$75 billion
21 continuously pushes for board investment. And
22 I think we need to send that same message for

1 our local efforts to be able to talk about it
2 in that way.

3 MEMBER DURAN: So can I just bring
4 up other things? I think it's great. I know
5 Arnie already talked about Castro efforts and
6 pushing us to sort of reach out and see how we
7 can be helpful to one another. And then just
8 following the plan that we had with the K-12
9 committee.

10 What was really powerful was
11 having that school visit beforehand and
12 talking to the students. So I think if we can
13 do something. So we have the permission but
14 maybe for the actual convening of what we're
15 talking about that it not be as large. But it
16 could be a good size group.

17 PARTICIPANT: That you invited.

18 MEMBER DURAN: Yes. But really
19 it's just as a follow-up tieback to the summit
20 that was in September and to say this is
21 follow-up because of -- We're sort of moving
22 in some direction and we're really focusing on

1 one of those breakout discussions which was
2 the partnership one and we're highlighting the
3 effort.

4 But I think having the morning
5 perhaps a visit to program optic wise I think
6 that would be really great and then go into a
7 discussion and have philanthropy and whether
8 it's non-profits or some local organizations
9 to talk about the meat and bones about how we
10 scale these partnerships. It's interesting
11 seeing more across the country and continue to
12 raise awareness, but also elevate the
13 conversation to the public/private partnership
14 discussion.

15 MEMBER ESTRADA: We can have all
16 the money in the world and it's never going to
17 be enough. I think we have to be efficient in
18 the way we use the funding. But I think to
19 find those best practices and it's something
20 that we're doing with the topic of common core
21 states. All organizations that have already
22 developed great materials, resources, apps on

1 this topic share it with others so you don't
2 have to spend \$200,000 in creating a new app
3 and you don't have to. But we need to share.

4 All the organizations that have
5 smaller budgets can leverage these resources
6 that are already in existence. I think it's
7 something that we just don't -- We think in
8 silos and these are issues that impact. I
9 think in early childhood silos. And similar
10 issues and what can we do to create/identify
11 resources that are already there, creating a
12 repository that other groups can really access
13 to high quality information and resources
14 instead of everybody trying to learn because
15 it's necessary to do communities. But in
16 general it's basic principles.

17 CHAIR ACEDVEDO: Yes, I agree.
18 And we also should take advantage of the
19 military in San Antonio. They probably have
20 a huge daycare center there, too, in San
21 Antonio.

22 MEMBER DURAN: So, Sylvia, do we

1 know how we can leverage this also to continue
2 to cultivate the relationship HHS? Have this
3 White House initiative with HHS and really --
4 I don't know.

5 MEMBER ESTRADA: Yes. Avances in
6 San Antonio. No?

7 CHAIR ACEDVEDO: But the thing
8 with Avances is it's not going really well and
9 it's scaled on a really old curriculum.

10 MEMBER ESTRADA: Oh really.

11 CHAIR ACEDVEDO: Yes.

12 MEMBER ESTRADA: I think that's a
13 shame.

14 CHAIR ACEDVEDO: Quite a few
15 places they've got an older curriculum and
16 it's -- I mean it's old.

17 MEMBER ABETY GUTIERREZ: High
18 school or what?

19 CHAIR ACEDVEDO: No. It's like 20
20 some years old. So it's not as relevant with
21 today. So Avance can really do something in
22 San Antonio. We don't see that in Houston and

1 Austin. And they have licensed curriculum for
2 other places. But they're a little bit better
3 than nothing, but not --

4 PARTICIPANT: Not the best.

5 CHAIR ACEDVEDO: There's a lot
6 better head starts, early head start programs,
7 that are lot more current. And it's
8 expensive. Avance is expensive. That's the
9 other thing. We promote it and it's \$10,000
10 a parent almost. It's not cheap.

11 MEMBER ABETY GUTIERREZ: \$10,000
12 is cheap. In some places it's closer to
13 \$12,000 - \$15,000.

14 MEMBER ESTRADA: How about PK? Do
15 you work with PK?

16 CHAIR ACEDVEDO: Pardon me.

17 MEMBER ESTRADA: PK is good, but
18 it's high school. It doesn't come into that.
19 No, but let me hit some big markets and you
20 try to address -- And you can only do Avance
21 in one classroom because your entire budget is
22 right there.

1 MEMBER DURAN: Did we ever talk to
2 them in terms of just how do we work together
3 or provide this --

4 CHAIR ACEDVEDO: You know he came
5 last time.

6 MEMBER DURAN: He did.

7 CHAIR ACEDVEDO: Yes, I know. And
8 he said they're really trying to figure out
9 that scaling model.

10 MEMBER ESTRADA: And then the
11 partnerships with universities are critical
12 because the students can really create and
13 start developing and budget for -- I'm talking
14 about graduate students that can certainly be
15 much --

16 MEMBER MERCEDES LIEVANO:
17 Contributing.

18 MEMBER ESTRADA: Yes. And then
19 they can developed by some of these programs
20 like -- husband at UCLA. He teaches this
21 wonderful project for the client. He's in
22 planning. Why couldn't he work with a

1 specification to create, to have a class or a
2 few students take on a project and develop
3 this to include it as part of the research?

4 CHAIR ACEDVEDO: There is a lot of
5 curricula especially because of early head
6 start and stuff. I mean there is so much
7 money going into pre-K right now which is
8 fantastic. And that's the good thing. But
9 all these different states are doing their own
10 thing.

11 MEMBER DURAN: This is really
12 helpful because -- We've been sort of talking
13 amongst ourselves. And I believe don't have
14 a relationship with them. I mean it's just
15 sort of handful of presidents.

16 CHAIR ACEDVEDO: I have one that
17 wants to work with us at Tier 1.

18 MEMBER DURAN: So let us know. So
19 we're trying to -- We're brainstorming for how
20 we engage with them better. And one of the
21 things that we're doing tomorrow, we're doing
22 a webinar with the HSIs, the schools of

1 education, on school discipline particularly
2 for teachers or that will become teachers in
3 terms of just letting them know what the
4 guidance looks like. I think we can earliest
5 meet with them maybe not at this particular
6 visit but thinking forward how we leverage the
7 schools of education in terms of early
8 learning.

9 MEMBER ABETY GUTIERREZ: I think
10 that's a great idea. I also think that for us
11 the most important thing that can happen is
12 that that piece of the President's budget
13 which focuses -- Well, it's not just the \$75
14 billion. I mean it's universal pre-K piece,
15 but it's also the home visiting program and
16 quality child care piece which expanded head
17 start and early head start. We need a
18 strategy for mobilizing community and U.S.
19 Congress to pass this piece of the budget.

20 So how do we do that and given the
21 restrictions that are imposed on us related to
22 not directly undertaking political work as

1 part of this initiative. And how do we do it
2 on a national scale? What information
3 packages can be put together with information?
4 How do we target Congressmen and Senators and
5 mobilize people at the local level to do the
6 same?

7 MEMBER ESTRADA: Yes. It's really
8 important, but you are precluded, no, from
9 your --

10 MEMBER ABETY GUTIERREZ: From
11 doing it, from doing this work as an official
12 member of the Commission.

13 MEMBER ESTRADA: As a
14 Commissioner.

15 MEMBER ABETY GUTIERREZ: But
16 nothing precludes us as individuals from doing
17 this work. The issue becomes pulling together
18 the necessary information, packages and
19 setting up meetings with different legislators
20 and Congressmen.

21 CHAIR ACEDVEDO: So there are two
22 components.

1 MEMBER ABETY GUTIERREZ: And just
2 educating them about this.

3 CHAIR ACEDVEDO: Yes. The two key
4 groups that we need to reach are the
5 Republican legislators and Congress and the
6 Latino legislators because we've benefit
7 disproportionately. But the Latino
8 legislators are leading the charge even though
9 our population would really benefit from this.

10 MEMBER ABETY GUTIERREZ: And I
11 think that there is a great deal -- There are
12 a number of organizations. I don't know if
13 the Commission has a legislator package that
14 it's put together. There is support for a
15 number of organizations, but is there a
16 legislative agenda that then we can support as
17 Commissioners? But if not, then there is
18 certainly the National Council of Legrasa, the
19 Children's Defense Fund, the Child Welfare
20 League of America, the National Association
21 for the Education of Young Children. All of
22 these organizations have a legislative agenda

1 which mirrors what we would like to see happen
2 with the President's budget. And perhaps
3 gathering those and sort of --

4 CHAIR ACEDVEDO: I think the ones
5 that got it -- Weren't they the ones that were
6 helping right it like PU and some of those.
7 I mean they helped write the \$75 billion bill.
8 But like what you're saying is I think one
9 thing is writing it. But the other thing is
10 how do you get it from the bill.

11 MEMBER ABETY GUTIERREZ: And
12 utilizing the language of their legislative
13 agenda so that we can adopt one as well. Is
14 that not something we can do? Can we not
15 have a legislative agenda?

16 MEMBER DURAN: That's a good
17 question. What I have seen -- and several
18 have been on the call so correct me if I'm
19 wrong -- when the bill was announced late last
20 year what we were told when we had the call
21 with our legislative representatives is that
22 we couldn't go out and say we support this

1 proposal or practice proposal or pass this
2 bill.

3 What we could say and what we have
4 been saying at all levels of the organization
5 is this bill has a lot of similarities to the
6 President's proposal. And what we have been
7 told is we should continue to amplify the
8 benefits and how it --

9 MEMBER ABETY GUTIERREZ: So are
10 there current bills that embrace the early
11 education agenda that we're interested in
12 getting passed and what are they?

13 CHAIR ACEDVEDO: There is a bill.

14 MEMBER ABETY GUTIERREZ: There is?

15 MEMBER DURAN: Yes, there is one.

16 MEMBER ABETY GUTIERREZ: Who is
17 the sponsor?

18 CHAIR ACEDVEDO: Both the
19 Republican and the Democrat.

20 MEMBER DURAN: There's no a lot of
21 -- There is a strong start from all of that.
22 So that's the one that we have and the

1 Secretary has gone out and said that there is
2 a bill that mirrors what the President is
3 saying, sort of just creating that awareness.
4 But again it's that fine line.

5 What we can do and I think it's
6 similar and sort of to your point not just
7 looking at the organization set, our friends
8 that have that reach, but also looking at the
9 organizations that have the ear to more
10 conservative folks and just meet with them and
11 say "You all may not be aware of how this
12 benefits the Latino community." Working with
13 the legislators office creates something
14 that's sort of helpful.

15 MEMBER ABETY GUTIERREZ: Yes.

16 MEMBER DURAN: I know that we have
17 the respect. So we have the talking points
18 and I'll share that with you how that office
19 just making sure that they all -- following
20 our conference call -- have talking point and
21 then all of the materials that come out of the
22 budget.

1 And then I did ask for a list of
2 the states, like sort of state snapshot, of
3 who is doing the job and who is not. But in
4 terms of how we reach out to certain
5 leadership in that state at least have a good
6 sense of who is doing what. So I have that
7 and I'll send it to you.

8 Then we're updating the fact
9 sheet. I think that alone that fact sheet was
10 really helpful when we were at the summit. So
11 that should be a part of whatever packet of
12 the talking points.

13 MEMBER ESTRADA: It may be good
14 for you to reach out to the organizations of
15 the Hispanic political groups, elected
16 officials, like NALAO and the National
17 Association of Hispanic State Legislators.
18 After all, they also have the educational
19 track.

20 MEMBER ABETY GUTIERREZ: Sure.

21 MEMBER ESTRADA: So in the
22 membership they have members of Congress,

1 school board members. So we could then share
2 our thoughts, share the -- The conference is
3 coming up soon -- and see how --

4 CHAIR ACEDVEDO: That's a good
5 idea.

6 MEMBER ESTRADA: You don't have to
7 do it all. You just have to inform and
8 educate. And then they can do what they have
9 to do. Because given the -- The Commission --
10 I think it's important.

11 PARTICIPANT: -- Latino community
12 is important.

13 MEMBER ESTRADA: So it's important
14 that you identify and reach out to these
15 groups who -- That's what they do. They work
16 constantly with the elected officials at all
17 levels. Just let them work.

18 MEMBER ABETY GUTIERREZ: Sure.

19 MEMBER ESTRADA: And then
20 communicate -- We're doing education now
21 within elections because nobody cares. And
22 even the election we've got -- I don't know

1 how many -- 9.1 million Latino voters, but we
2 have like eight that stay home. So we have to
3 give them a reason and I think you need to
4 prepare.

5 MEMBER PEDROZA: You know I --

6 MEMBER ESTRADA: Go ahead.

7 MEMBER PEDROZA: I really like the
8 suggestion to reach out to NALEO. I'm sure
9 that the staff can help us with that. Also
10 the National Hispanic Caucus of State
11 Legislators that you mentioned. They have a
12 quad caucus where they put together not only
13 the Hispanic caucus but the African American,
14 Pacific Islanders, other interest groups.

15 I actually had an opportunity to
16 do a presentation on early childhood education
17 when they had their conference in Albuquerque.
18 And I know that one of their focuses and
19 interests is early childhood education and
20 what states can do. So I think it would be
21 really good timing for us to also reach out to
22 at the very least the Hispanic caucus as we

1 meet and support it or something like that as
2 part of their regular conference.

3 CHAIR ACEDVEDO: I like that, too.
4 So I think Mona Adrian that's a thing if you
5 guys can help take some of the lead driving
6 that.

7 MEMBER PEDROZA: Sure.

8 CHAIR ACEDVEDO: I see the Post
9 Summit for San Antonio. But there are two
10 other things I wanted to discuss and I want to
11 bring to the table. One is the one-half
12 billion dollars in funding by March 31st. And
13 then the other is the best practices, known
14 best practices, for early childhood fact sheet
15 for the other departments in Washington. If
16 you think about the Department of Agriculture
17 how much it reaches our population. It's
18 huge. I mean SNAP and all those. They have
19 so many touches to our population.

20 The same thing with all those
21 different groups that do parks, that do
22 transportation, a lot of those groups reach

1 our population with different messages. And
2 we've never talked to them about best
3 practices. So if we could do an intro to
4 them, if no one else, they have a community
5 outreach person. Sometimes it's a faith-based
6 person. It's the same one. But if we can do
7 an intro to them even as a webinar and then
8 followed up with some actions.

9 MEMBER DURAN: I think we're
10 already doing that with the webinar. And I
11 can send it to the working group on our
12 website just like you have the Commission page
13 for all. We created a page for that. So even
14 that just recently last month or this month to
15 talk about that. And one of our priorities is
16 early learning. With them, it's just going to
17 them and just asking if we have a particular
18 ask or specific information that we want them
19 to address in their networks. But they're
20 very well aware that early learning is one of
21 our key components.

22 And we want to share what we're

1 doing on that ground with that. But we have
2 everybody from Transportation to Labor.

3 CHAIR ACEDVEDO: I'm thinking
4 SNAP, Agriculture, Labor, Transportation I
5 mean really so that they're not inventing the
6 wheel. These things work really well. And
7 you know maybe even pointing them to campaign
8 and stuff like that.

9 MEMBER ABETY GUTIERREZ: I was on
10 the conference call with Arnie Duncan and I
11 don't know what you call it, Libby Gale and a
12 couple of others around expansion of head
13 start and early head start. And in this
14 community particularly head start has been an
15 Afro centric program. Building the capacity
16 of these programs to serve our children and
17 building into the application processes and
18 the funding documents, the importance of dual
19 language learning for our kids I think is
20 essential. That that not be missed.

21 That as we put out money for
22 improving the quality of child care, as we put

1 out money for -- if we get to that stage. But
2 ensuring that that is part of the conversation
3 around early learning that for our kids
4 learning both languages and being instructed
5 and prepared in both languages is very
6 important.

7 CHAIR ACEDVEDO: And on that, I
8 know that was something that we were trying to
9 make sure that all the grants that are coming
10 out. How is that going?

11 MEMBER DURAN: So we're getting --
12 So whatever grant information we get was
13 either put in our newsletter or was sent to
14 our stakeholders in terms of opportunities.
15 And this is really where we want to make sure
16 that when we're talking to different people
17 that they provide their feedback and are
18 really pushing that externally. When I've
19 talked to Libby Gale and she's like "Send me
20 an email. If people are asking you on the
21 ground that this is important to them, the
22 dual languages are of value, et cetera, send

1 me an email and let me know so that I can use
2 it as leverage when I'm trying internally."

3 So I did something. And so she is
4 trying right now for example to get off the
5 ground an intensive research that expands from
6 pre-Kindergarten to I think 3rd grade to look
7 at just a deeper dive in terms of what that
8 looks like, what that space looks like.

9 And so there are too separate
10 research studies that she's trying to get off
11 the ground in the next month or so with NSF.
12 So it's really interesting. So she in terms
13 of --

14 CHAIR ACEDVEDO: How about all
15 these other moneys that come out of Department
16 of Ed that are not necessarily --

17 MEMBER DURAN: Yes.

18 CHAIR ACEDVEDO: Because we have
19 to work this with her.

20 MEMBER DURAN: No. And it's not
21 just with her.

22 CHAIR ACEDVEDO: Okay.

1 MEMBER DURAN: But I think the
2 more we ask people to let us know that it's
3 not just us. The more people the more voices
4 that we hear and it's also with our API. So
5 I'm constantly reaching out to our API
6 initiative making sure that I just mentioning
7 it to him.

8 MEMBER ABETY GUTIERREZ: I'm
9 sorry. API.

10 MEMBER DURAN: Asian Pacific
11 Islanders. That initiative also. I mean it
12 affects them, too. So working with them to
13 make sure that they're elevating this as well
14 internally. So it's not just us.

15 But it would be really helpful to
16 know what the programs that are doing a really
17 good job.

18 MEMBER ABETY GUTIERREZ: I've
19 heard quite a bit from Native people about it
20 infusing their own languages into kids. So I
21 think it affects them.

22 CHAIR ACEDVEDO: And kind of

1 leveraging that. Yes. One of the things is
2 there is a half a billion dollars that is
3 going to be spent before March 31, 2015. And
4 how do we make sure that the organizations
5 focus on this population get better funded.
6 And so we were kicking around the idea of
7 having HHS, Health and Human Services, which
8 has that money let's do sessions. And we can
9 get foundations to pay for grant writers.

10 MEMBER ABETY GUTIERREZ: You said
11 half a billion?

12 CHAIR ACEDVEDO: A half of
13 billion.

14 MEMBER ABETY GUTIERREZ: And where
15 is that money coming from?

16 CHAIR ACEDVEDO: HHS early head
17 start. And it doesn't have to be -- It can a
18 for-profit. It can be a non-profit. The
19 money is geared to help childcare providers
20 meet early head start standards. So there's
21 a leeway around it, but a lot of our community
22 doesn't know how to fill out government

1 grants.

2 MEMBER ESTRADA: Yes.

3 CHAIR ACEDVEDO: So what happens
4 if we say to the Kellogg Foundation "Can you
5 host -- can you fund a grant writer in
6 Albuquerque, New Mexico. And we've got the
7 organization that's going to submit the grant.
8 But you help us write the grant."

9 In Miami, Mo, you get the right
10 group to do that. Me, in California, maybe a
11 couple of places in California. We've got to
12 think of our friends in Texas.

13 But come on. We've got to --
14 Because what's going to happen is the money is
15 going to go to the organizations that already
16 have the money. And as he mentioned, they're
17 already Afro centric. Half a billion dollars
18 -- we're going to miss this opportunity. So
19 what can we do?

20 MEMBER ESTRADA: You should take
21 advantage now as the summer conference is set.

22 CHAIR ACEDVEDO: That's a good

1 idea. The summer conference.

2 MEMBER ESTRADA: Get a room
3 request sent to have a --

4 (Simultaneous comments.)

5 MEMBER ESTRADA: -- about how to
6 grant write or whatever. And then based on
7 that get their names or groups so that you
8 know who runs that and when you can submit it
9 to the foundation. Maybe get somebody from
10 information to be there. It's there. They
11 go.

12 CHAIR ACEDVEDO: They have to go
13 fast. But we've got to get the foundation
14 people to say that they'll pay for the grant
15 writer.

16 MEMBER DURAN: Yes. And I think
17 when we're at that point that's when we start
18 talking to the Office of Education
19 Partnerships to see what our role is when we
20 are going to these foundations and asking them
21 to pay for XYZ.

22 And I think that's an excellent

1 idea because you're already tapping into an
2 existing infrastructure and you have an
3 audience. So it's easier to me to have
4 assistance or a grant writing session at each
5 of these large conferences. And then use that
6 listing or see what the response looks like.
7 And then start talking to --

8 CHAIR ACEDVEDO: And maybe that
9 way the foundation -- the organization can
10 talk to the foundation without us having to go
11 through strategic partnerships is what I'm
12 hearing. I like that idea, you guys, because
13 that way it's the summer. And they are there.

14 MEMBER MERCEDES LIEVANO: They are
15 there. And too you should do it in a later
16 conference about maybe meeting with some of
17 the key leadership there because you can see
18 how they can help.

19 MEMBER PEDROZA: Getting on their
20 agenda before they finalize the planning for
21 this conference.

22 MEMBER ESTRADA: Go like yesterday

1 because that was -

2 MEMBER PEDROZA: Yes. I think
3 some of us went to the LULAC conference. We
4 were excited that we had a seminar, but I
5 don't think the emotional piece was done. So
6 the attendance was low. As we plan for that,
7 really trying, recognizing that early
8 childhood might not be at the top of the list
9 for integration.

10 CHAIR ACEDVEDO: Free money.

11 MEMBER PEDROZA: Yes. But I think
12 figuring out ways that --

13 MEMBER ESTRADA: I think they
14 should have --

15 MEMBER PEDROZA: -- so we can get
16 good attendance at those.

17 (Simultaneous comments.)

18 CHAIR ACEDVEDO: But here's the
19 thing, guys. It does not have to be an early
20 childhood group.

21 MEMBER DURAN: Yes.

22 CHAIR ACEDVEDO: That gets the

1 money.

2 MEMBER PEDROZA: No, no.

3 CHAIR ACEDVEDO: So that's the big
4 thing. I mean NALEO can get the money, a
5 third party. You know a for-profit could get
6 the money. They're just going to have make
7 sure that they get the support so that the
8 early childhood groups that they're working
9 with meet the standards. So it's really quite
10 flexible.

11 MEMBER ABETY GUTIERREZ: The
12 standards aren't though.

13 CHAIR ACEDVEDO: No, the standards
14 aren't. You're right. But how you get there
15 is.

16 MEMBER ABETY GUTIERREZ: The
17 standards are alike.

18 CHAIR ACEDVEDO: I know. That's
19 why we need to have grant writers because --
20 I know the federal -- But I love that idea.
21 So I think that a calendar item should be like
22 if you know what those dates are, the big

1 ones. And then if there is a missing spot
2 like if there's nothing in Texas or there's
3 nothing in California or if there's nothing in
4 Florida or New York, we've got to figure out
5 how to cover that.

6 INSPECTOR CHAVEZ: New York is
7 going to be in New York.

8 CHAIR ACEDVEDO: LULAC is a whole
9 other animal, yes.

10 MEMBER ESTRADA: LULAC -- the
11 headquarters is in New York. The conference
12 selection is UCLA.

13 CHAIR ACEDVEDO: Perfect.

14 MEMBER ESTRADA: And the campaign
15 is going to be in San Diego.

16 CHAIR ACEDVEDO: Okay. Then
17 California is covered. Now we've got to worry
18 about Texas and possibly Florida.

19 MEMBER ESTRADA: Texas, yes.

20 CHAIR ACEDVEDO: Texas in the
21 summer.

22 MEMBER ESTRADA: There are many

1 Texas organizations that are involved. They
2 have about 100 vendors.

3 CHAIR ACEDVEDO: Yes. And we can
4 also do it September 2nd.

5 MEMBER ESTRADA: Yes. That's
6 right.

7 CHAIR ACEDVEDO: The day after we
8 could do it.

9 MEMBER DURAN: So the other thing,
10 I have the dates and I'll get them to you for
11 those conferences. The other thing you can do
12 and this is something that I think I was
13 sharing with you that Asian initiative has
14 leveraged their working group members and now
15 they not only have a Federal interagency
16 working group, but they have a regional
17 working group. And they've been doing this
18 four years. It's a well-oiled machine. They
19 have regional representatives. I think 90
20 across the country that hold technical
21 assistance and writing sessions for the
22 community members.

1 (Simultaneous comments.)

2 CHAIR ACEDVEDO: We need to learn
3 this.

4 MEMBER DURAN: The Asian --

5 CHAIR ACEDVEDO: This is great.

6 MEMBER DURAN: The API Initiative.

7 (Simultaneous comments.)

8 MEMBER DURAN: They have a larger
9 -- They've been doing it and it's relatively
10 new. But the other thing we can do in case
11 these don't, the conferences don't, pan out
12 some -- I don't know in terms of sometimes
13 they want you to pay a fee. We had that at
14 one point last year. But webinars, conference
15 calls like if we can leverage HHS and just say
16 --

17 (Simultaneous comments.)

18 MEMBER DURAN: I know they don't
19 have access to that. But I think for the
20 leaders, at least, for the stakeholders how to
21 teach them and then ask them to teach their
22 communities. Have those two things.

1 MEMBER PEDROZA: I'll commit to do
2 that for New Mexico. We actually have some
3 webinars planned and I'd like to see if we can
4 the initiative to partner.

5 CHAIR ACEDVEDO: Yeah. If you're
6 going to follow up with the --

7 MEMBER ESTRADA: Educate in New
8 Mexico. Be the convener and invite all these
9 groups to do this seminar.

10 MEMBER PEDROZA: Yeah.
11 Absolutely. We have a great -- Speaking
12 Hispanic serving institutions, we have a great
13 relationship with UNM with Alberta Johnson.

14 MEMBER ESTRADA: She did that in
15 Arizona. Jean Garcia is at Arizona State.
16 Get them to convene these groups and then they
17 can --

18 CHAIR ACEDVEDO: Yes.

19 MEMBER PEDROZA: The timing is the
20 trick because as you said the money is going
21 to be --

22 CHAIR ACEDVEDO: March 31st.

1 MEMBER PEDROZA: So we've got to
2 be able to put together information sessions.

3 MEMBER DURAN: It will have to be
4 before March 31st.

5 CHAIR ACEDVEDO: And so who has
6 some -- You've got your connection to Kellogg.
7 March 31, 2015. Yes, I already checked on
8 that. March 2015. So we've got to find some
9 funders who are willing -- Like Pritzger in
10 Chicago, I bet he would do this. Let me give
11 Mo that action item. Not Mo. Manny.

12 MEMBER DURAN: So we have leftover
13 money.

14 CHAIR ACEDVEDO: Oh, you do?

15 MEMBER DURAN: I don't remember
16 who it was, but we have a follow-up
17 conversation with Jeff in terms of how we can
18 use that. And he just specifically wants it
19 for early learning. So we're not touching
20 that at all.

21 CHAIR ACEDVEDO: Great. So that
22 could right away help find some star grant

1 writers, right? I know a really good grant
2 writer, but I don't know if you guys know some
3 others, too. But I think we should identify
4 a few grant writers that are in the area
5 because people like working with people --

6 So who is your star grant writer?
7 Who is your star grant writer? I'll find a
8 star grant writer. So that --

9 MEMBER DURAN: I'll check on that.

10 CHAIR ACEDVEDO: Okay. So then we
11 can say we've got you covered. They usually
12 charge \$3,000 to \$5,000 to do a Federal grant.
13 Right?

14 MEMBER ABETY GUTIERREZ: That's
15 way cheap. Yes.

16 MEMBER DURAN: And just to clarify
17 he's got to lead the session.

18 CHAIR ACEDVEDO: To actually help
19 him fill out the forms. They're the ones that
20 are going to be worrying about is it the right
21 type, did you answer all the questions,
22 because that's where our people fall apart.

1 They're like --

2 (Simultaneous comments.)

3 MEMBER ESTRADA: It's the pain.

4 But also the session should be an
5 informational session.

6 CHAIR ACEDVEDO: Right.

7 MEMBER ESTRADA: These are the
8 facts. This is the goal. Then they go and
9 meet with the writer to help them --

10 CHAIR ACEDVEDO: Write the draft,
11 yeah.

12 MEMBER ESTRADA: Right.

13 CHAIR ACEDVEDO: This is what you
14 need for your area.

15 MEMBER ABETY GUTIERREZ: I suspect
16 that a lot of that money would go to existing
17 providers.

18 CHAIR ACEDVEDO: That's why we're
19 trying to get in the way of.

20 MEMBER ABETY GUTIERREZ: Funded
21 agencies for expansion.

22 CHAIR ACEDVEDO: But they have

1 declining populations. That's what kills me.

2 The Northeast the population is shrinking.

3 MEMBER MERCEDES LIEVANO: It's too
4 cold.

5 CHAIR ACEDVEDO: I know.

6 (Simultaneous comments.)

7 CHAIR ACEDVEDO: But the point is
8 they're going up to the bar for this funding.
9 And we're like "Wait a minute. You guys are
10 shrinking. And we're expanding. We need it."

11 MEMBER ABETY GUTIERREZ: And so if
12 the whole slots are quality funded, we want
13 more slots. And they're say, "Well, we want
14 quality."

15 MEMBER PEDROZA: So we have to say
16 we want more quality slots.

17 CHAIR ACEDVEDO: Okay. So I
18 really like this idea. The legislation did
19 \$75 billion. I think we should probably do a
20 biweekly catch-up call on that to make sure do
21 we have the information that we did, are we
22 getting in front of people that we need to be

1 getting in front of, what do we need. This is
2 our moment with \$75 billion.

3 MEMBER PEDROZA: Just to go to
4 bring up our action plan for the next three
5 years are we specifically put outreach and
6 engagement around the President's proposal?
7 I think creating this groundswell that we
8 really -- It's great for us to be as
9 Commissioners speaking to the issue and
10 institutional leaders. But we need families
11 to be asking them also writing letters
12 advocating.

13 MEMBER ESTRADA: And that's the
14 engagement part that you need to include in
15 these proposals and then invest conversation
16 with Arturo which would be very, very helpful.
17 He could give you strategy in how to go about
18 doing this.

19 MEMBER PEDROZA: Can I ask? Is
20 there any way we can work with these units you
21 all capture in the pledge emails to see how we
22 can share email lists around engagement? I

1 know you all maybe can't directly, but maybe
2 there would be local groups or national groups
3 that can help to create this groundswell and
4 this activism around early childhood.

5 MEMBER ESTRADA: Exactly. This is
6 new for our community.

7 MEMBER PEDROZA: Okay.

8 MEMBER ESTRADA: But that's what
9 we're trying to do to capture and get them
10 engaged. And we say that we are making an
11 effort to engage them. And I always say that
12 if you help prepare and learn to become an
13 advocate for child as they are babies, you're
14 set for life.

15 That person, that parent, is going
16 to make sure that they help the child. Then
17 it has to do with promoting this legislation
18 or that legislation. Then you can get them.
19 I think this is very important for our
20 community.

21 MEMBER PEDROZA: She hit it right
22 on.

1 CHAIR ACEDVEDO: All right. You
2 guys, I have to go. So, Ivelisse, just your
3 idea about the summer session, oh my God. You
4 earned your keep. Thank you.

5 MEMBER ESTRADA: Okay.

6 CHAIR ACEDVEDO: Thank you. All
7 right.

8 (Off the record comments.)

9 MEMBER PEDROZA: Focus on that
10 action.

11 MEMBER DURAN: I'll send you the
12 larger -- I've sent in previous messages our
13 activity calendar. But I've had conferences
14 that aren't ours. They're just for FYI. But
15 I'll send you the full one so that you can see
16 what's coming up across the nation. So you
17 can look at that and start planning.

18 MEMBER PEDROZA: I think we have
19 to as early learning subcommittee so that we
20 push our way to the front of the issue agenda.
21 We all understand immigration reform, but
22 we've always got to make sure that early

1 childhood is a part of that.

2 MEMBER DURAN: Early childhood
3 education.

4 MEMBER PEDROZA: Yes, education.

5 MEMBER DURAN: When we met we very
6 much understood that the focus has been on
7 immigration and that's great because that's
8 what we want. But it's also like what's
9 second and third. And so we wanted to make
10 sure that the people were understanding. In
11 this community, education really is -- That if
12 nothing else --

13 MEMBER PEDROZA: The way out.

14 MEMBER DURAN: Yes. So I'll send
15 you guys a calendar.

16 MEMBER PEDROZA: Very good. Thank
17 you.

18 (Chorus of thank yous.)

19 (Whereupon, at 2:34 p.m., the
20 above entitled matter was concluded.)

21

22

A	address 9:20 22:19	Association 14:20 18:17	budgets 7:5	40:5,7,17 43:1,6
\$10 4:7	adopt 15:13	attendance 31:6,16	build 3:5	Chapman 1:9
\$10,000 9:9,11	Adrian 1:21 21:4	audience 30:3	building 23:15,17	charge 14:8 38:12
\$12,000 9:13	advantage 7:18 28:21	Austin 9:1	C	CHAVEZ 33:6
\$15,000 9:13	ADVISORY 1:1	Avance 8:21 9:8,20	calendar 32:21 43:13 44:15	cheap 9:10,12 38:15
\$200,000 7:2	advocate 42:13	Avances 8:5,8	California 3:20 28:10,11 33:3,17	check 38:9
\$3,000 38:12	advocating 41:12	Avenue 1:10	call 15:18,20 17:20 23:10,11 40:20	checked 37:7
\$5,000 38:12	African 20:13	aware 3:14 17:11 22:20	calls 35:15	Chicago 37:10
\$75 4:20 12:13 15:7 40:19 41:2	Afro 23:15 28:17	awareness 6:12 17:3	campaign 23:7 33:14	child 12:16 14:19 23:22 42:13,16
ABETY 1:17 8:17 9:11 12:9 13:10 13:15 14:1,10 15:11 16:9,14,16 17:15 18:20 19:18 23:9 26:8,18 27:10,14 32:11,16 38:14 39:15,20 40:11	agencies 39:21	B	care 12:16 23:22	childcare 27:19
able 5:1 37:2	agenda 14:16,22 15:13,15 16:11 30:20 43:20	babies 42:13	cares 19:21	childhood 3:6 4:16 7:9 20:16,19 21:14 31:8,20 32:8 42:4 44:1,2
Absolutely 36:11	agree 7:17	bar 40:8	case 35:10	children 14:21 23:16
access 7:12 35:19	Agriculture 21:16 23:4	based 29:6	Castro 5:5	Children's 14:19
ACEDVEDO 2:3 2:14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22 40:5,7,17 43:1,6	ahead 20:6	basic 7:16	Castro's 2:10	Chorus 2:13 44:18
Acevedo 1:11,16	Alberta 36:13	believe 11:13	catch-up 40:20	clarify 38:16
action 37:11 41:4 43:10	Albuquerque 20:17 28:6	benefit 14:6,9	caucus 20:10,12,13 20:22	class 11:1
actions 22:8	alike 32:17	benefits 16:8 17:12	center 1:9 7:20	classroom 9:21
activism 42:4	America 14:20	best 4:3,10 6:19 9:4 21:13,14 22:2	centric 23:15 28:17	client 10:21
activity 43:13	American 20:13	bet 37:10	certain 18:4	closer 9:12
actual 5:14	amplify 16:7	better 9:2,6 11:20 27:5	certainly 10:14 14:18	cold 40:4
	animal 33:9	big 3:20 9:19 32:3 32:22	cetera 24:22	College 1:10
	announced 15:19	bill 15:7,10,19 16:2 16:5,13 17:2	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	come 9:18 17:21 25:15 28:13
	answer 38:21	billion 4:20 12:14 15:7 21:12 27:2 27:11,13 28:17 40:19 41:2	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	coming 19:3 24:9 27:15 43:16
	Antonio 2:20,22 3:2,3,5 7:19,21 8:6,22 21:9	bills 16:10	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	comment 2:17
	API 26:4,5,9 35:6	bit 9:2 26:19	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	comments 29:4 31:17 35:1,7,17 39:2 40:6 43:8
	app 7:2	biweekly 40:20	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	Commission 1:1 2:19 3:15 13:12 14:13 19:9 22:12
	application 23:17	board 4:21 19:1	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	Commissioner 13:14
	apps 6:22	bones 6:9	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	Commissioners 14:17 41:9
	APRIL 1:6	brainstorming 11:19	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	commit 36:1
	area 38:4 39:14	breakout 6:1	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	committee 5:9
	Arizona 36:15,15	bring 5:3 21:11 41:4	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	common 6:20
	Arnie 5:5 23:10	budget 9:21 10:13 12:12,19 15:2 17:22	Chair 1:11,16,17 2:3,14 3:19 4:5 7:17 8:7,11,14,19 9:5,16 10:4,7 11:4 11:16 13:21 14:3 15:4 16:13,18 19:4 21:3,8 23:3 24:7 25:14,18,22 26:22 27:12,16 28:3,22 29:12 30:8 31:10,18,22 32:3,13,18 33:8 33:13,16,20 34:3 34:7 35:2,5 36:5 36:18,22 37:5,14 37:21 38:10,18 39:6,10,13,18,22	communicate 19:20
	Arturo 41:16			
	Asian 26:10 34:13 35:4			
	asking 22:17 24:20 29:20 41:11			
	assistance 30:4 34:21			

communities 7:15 35:22	7:10 created 22:13 creates 17:13 creating 7:2,11 17:3 41:7 critical 10:11 cultivate 8:2 current 9:7 16:10 curricula 11:5 curriculum 8:9,15 9:1	26:16 34:17 35:9 41:18 dollars 21:12 27:2 28:17 draft 39:10 driving 21:5 dual 23:18 24:22 Duncan 23:10 DURAN 1:18 5:3 5:18 7:22 10:1,6 11:11,18 15:16 16:15,20 17:16 22:9 24:11 25:17 25:20 26:1,10 29:16 31:21 34:9 35:4,6,8,18 37:3 37:12,15 38:9,16 43:11 44:2,5,14	elected 18:15 19:16 election 19:22 elections 19:21 elevate 6:12 elevating 26:13 email 24:20 25:1 41:22 emails 41:21 embrace 16:10 emotional 31:5 engage 11:20 42:11 engaged 42:10 engagement 41:6 41:14,22 ensuring 24:2 entire 9:21 entitled 44:20 especially 3:11 11:5 essential 23:20 ESTRADA 1:19 6:15 8:5,10,12 9:14,17 10:10,18 13:7,13 18:13,21 19:6,13,19 20:6 28:2,20 29:2,5 30:22 31:13 33:10 33:14,19,22 34:5 36:7,14 39:3,7,12 41:13 42:5,8 43:5	expansion 23:12 39:21 expensive 9:8,8 externally 24:18
concluded 44:20 conference 1:9 17:20 19:2 20:17 21:2 23:10 28:21 29:1 30:16,21 31:3 33:11 35:14 conferences 30:5 34:11 35:11 43:13 Congress 12:19 14:5 18:22 Congressmen 13:4 13:20 connection 37:6 conservative 17:10 constantly 19:16 26:5 contact 3:11 continue 6:11 8:1 16:7 continuously 4:21 Contributing 10:17 convene 36:16 convener 36:8 convening 5:14 conversation 6:13 24:2 37:17 41:15 conveyed 4:19 core 6:20 correct 15:18 Council 14:18 country 6:11 34:20 couple 23:12 28:11 course 4:12 cover 33:5 covered 33:17 38:11 create 10:12 11:1 42:3 create/identify	D Dade 1:9 dates 32:22 34:10 day 2:8,19,20 34:7 daycare 7:20 deal 14:11 declining 40:1 deeper 25:7 Defense 14:19 Democrat 16:19 Department 21:16 25:15 departments 21:15 develop 11:2 developed 6:22 10:19 developing 10:13 Diego 33:15 different 3:6 11:9 13:19 21:21 22:1 24:16 direction 5:22 directly 12:22 42:1 discipline 12:1 discuss 21:10 discussion 6:7,14 discussions 6:1 disproportionately 14:7 dive 25:7 documents 23:18 doing 2:4 6:20 11:9 11:21,21 13:11,11 13:16 18:3,6 19:20 22:10 23:1	E ear 17:9 earliest 12:4 early 1:3 3:6 4:15 7:9 9:6 11:5 12:7 12:17 16:10 20:16 20:19 21:14 22:16 22:20 23:13 24:3 27:16,20 31:7,19 32:8 37:19 42:4 43:19,22 44:2 earned 43:4 easier 30:3 Ed 25:16 educate 19:8 36:7 educating 14:2 education 4:16 12:1,7 14:21 16:11 19:20 20:16 20:19 29:18 44:3 44:4,11 educational 1:1 18:18 efficient 6:17 effort 6:3 42:11 efforts 5:1,5 eight 20:2 either 24:13	et 24:22 event 2:5,8 everybody 7:14 23:2 Everybody's 3:22 evidence 4:12 Exactly 42:5 example 25:4 EXCELLENCE 1:1 excellent 29:22 excited 31:4 existence 7:6 existing 30:2 39:16 expanded 12:16 expanding 40:10 expands 25:5	F fact 18:8,9 21:14 facts 39:8 faith-based 22:5 fall 38:22 families 41:10 fantastic 11:8 fast 29:13 federal 32:20 34:15 38:12 fee 35:13 feedback 24:17 figure 10:8 33:4 figuring 31:12 fill 27:22 38:19 finalize 30:20 find 6:19 37:8,22 38:7 fine 17:4 flexible 32:10 Florida 1:11 33:4 33:18 fly 2:7 focus 2:10 27:5 43:9 44:6 focuses 12:13 20:18 focusing 5:22 folks 17:10 follow 36:6 follow-up 2:9 3:8 3:14,17 5:19,21 37:16 followed 22:8 following 5:8 17:19 for-profit 27:18 32:5 forms 38:19 forward 12:6 foundation 3:12 28:4 29:9,13 30:9 30:10 foundations 2:5

27:9 29:20 four 34:18 Free 31:10 friends 17:7 28:12 front 40:22 41:1 43:20 full 43:15 fund 14:19 28:5 funded 27:5 39:20 40:12 funders 37:9 funding 6:18 21:12 23:18 40:8 FYI 43:14	grade 25:6 graduate 10:14 grant 24:12 27:9 28:5,7,8 29:6,14 30:4 32:19 37:22 38:1,4,6,7,8,12 grants 24:9 28:1 great 3:8 4:2 5:4 6:6,22 12:10 14:11 35:5 36:11 36:12 37:21 41:8 44:7 ground 23:1 24:21 25:5,11 groundswell 41:7 42:3 group 5:16 22:11 28:10 31:20 34:14 34:16,17 groups 7:12 14:4 18:15 19:15 20:14 21:21,22 29:7 32:8 36:9,16 42:2 42:2 guidance 12:4 GUTIERREZ 1:17 8:17 9:11 12:9 13:10,15 14:1,10 15:11 16:9,14,16 17:15 18:20 19:18 23:9 26:8,18 27:10,14 32:11,16 38:14 39:15,20 40:11 guys 21:5 30:12 31:19 38:2 40:9 43:2 44:15	23:14 27:16,20 headquarters 33:11 Health 27:7 hear 3:16 26:4 heard 26:19 hearing 30:12 help 20:9 21:5 27:19 28:8 30:18 37:22 38:18 39:9 42:3,12,16 helped 15:7 helpful 5:7 11:12 17:14 18:10 26:15 41:16 helping 15:6 HHS 8:2,3 27:7,16 35:15 high 7:13 8:17 9:18 highlight 3:1 highlighting 6:2 Hispanic 18:15,17 20:10,13,22 36:12 HISPANICS 1:1 hit 9:19 42:21 hold 34:20 home 12:15 20:2 host 28:5 House 8:3 Houston 8:22 HSIs 11:22 huge 7:20 21:18 Human 27:7 husband 10:20	13:8 19:10,12,13 24:6,21 42:19 imposed 12:21 improving 23:22 include 11:3 41:14 individuals 13:16 inform 19:7 information 7:13 13:2,3,18 22:18 24:12 29:10 37:2 40:21 informational 39:5 infrastructure 4:13 4:15 30:2 infusing 26:20 initiative 3:12 8:3 13:1 26:6,11 34:13 35:6 36:4 INSPECTOR 33:6 institutional 41:10 institutions 36:12 instructed 24:4 integration 31:9 intensive 25:5 interagency 34:15 interest 20:14 interested 16:11 interesting 6:10 25:12 interests 20:19 internally 25:2 26:14 intro 22:3,7 inventing 23:5 invest 41:15 investment 4:21 investments 4:18 invite 36:8 invited 5:17 involved 34:1 Islanders 20:14 26:11 issue 13:17 41:9 43:20 issues 7:8,10 item 32:21 37:11 Ivelisse 1:19 43:2	<hr/> J <hr/> Jean 36:15 Jeff 37:17 job 18:3 26:17 Johnson 36:13 jurisdictions 3:4 <hr/> K <hr/> K-12 5:8 keep 43:4 Kellogg 3:12 28:4 37:6 key 14:3 22:21 30:17 kicking 27:6 kids 23:19 24:3 26:20 kills 40:1 kind 26:22 know 3:10,19 5:4 8:1,4 10:4,7 11:18 12:3 14:12 17:16 19:22 20:5,18 23:7,11 24:8 25:1 26:2,16 27:22 29:8 32:5,18,20 32:22 35:12,18 38:1,2,2 40:5 42:1 known 21:13 <hr/> L <hr/> Labor 2:7,19 23:2 23:4 language 15:12 23:19 languages 24:4,5 24:22 26:20 large 5:15 30:5 larger 35:8 43:12 late 15:19 Latino 14:6,7 17:12 19:11 20:1 lead 21:5 38:17 leaders 35:20 41:10 leadership 18:5 30:17 leading 14:8
<hr/> G <hr/> Gale 23:11 24:19 Garcia 36:15 gathering 15:3 geared 27:19 general 7:16 getting 16:12 24:11 30:19 40:22 41:1 give 20:3 37:10 41:17 given 2:5 12:20 19:9 global 3:11 go 6:6 15:22 20:6 28:15 29:11,12 30:10,22 39:8,16 41:3,17 43:2 goal 39:8 God 43:3 going 2:7 6:16 8:8 11:7 22:16 24:10 27:3 28:7,14,15 28:18 29:20 32:6 33:7,15 36:6,20 38:20 40:8 42:15 good 5:16 9:17 11:8 15:16 18:5,13 19:4 20:21 26:17 28:22 31:16 38:1 44:16 government 3:7 27:22	<hr/> H <hr/> half 27:2,11,12 28:17 handful 11:15 happen 4:6 12:11 15:1 28:14 happens 28:3 head 9:6,6 11:5 12:16,17 23:12,13	<hr/> I <hr/> idea 3:21 12:10 19:5 27:6 29:1 30:1,12 32:20 40:18 43:3 identify 19:14 38:3 immigration 43:21 44:7 impact 7:8 importance 4:18 23:18 important 12:11	investing 23:5 invest 41:15 investment 4:21 investments 4:18 invite 36:8 invited 5:17 involved 34:1 Islanders 20:14 26:11 issue 13:17 41:9 43:20 issues 7:8,10 item 32:21 37:11 Ivelisse 1:19 43:2	

League 14:20	lot 9:5,7 11:4 16:5	27:10,14 28:2,20	28:16 31:10 32:1	oh 8:10 37:14 43:3
learn 3:3 7:14 35:2	16:20 21:22 27:21	29:2,5,16 30:14	32:4,6 36:20	Okay 25:22 33:16
42:12	39:16	30:19,22 31:2,11	37:13 39:16	38:10 40:17 42:7
learning 1:3 12:8	love 32:20	31:13,15,21 32:2	moneys 25:15	43:5
22:16,20 23:19	low 31:6	32:11,16 33:10,14	month 22:14,14	old 8:9,16,20
24:3,4 37:19	LULAC 31:3 33:8	33:19,22 34:5,9	25:11	older 8:15
43:19	33:10	35:4,6,8,18 36:1,7	morning 6:4	one-half 21:11
leave 4:17		36:10,14,19 37:1	movement 3:6	ones 15:4,5 33:1
led 3:7	M	37:3,12,15 38:9	moving 5:21	38:19
leeway 27:21	machine 34:18	38:14,16 39:3,7		opportunities
leftover 37:12	making 4:14 17:19	39:12,15,20 40:3	N	24:14
legislation 40:18	26:6 42:10	40:11,15 41:3,13	NALAO 18:16	opportunity 2:12
42:17,18	Manny 37:11	41:19 42:5,7,8,21	NALEO 20:8 32:4	2:22 20:15 28:18
legislative 14:16,22	March 21:12 27:3	43:5,9,11,18 44:2	names 29:7	optic 6:5
15:12,15,21	36:22 37:4,7,8	44:4,5,13,14,16	nation 43:16	organization 16:4
legislator 14:13	MARIA 1:20	members 18:22	national 13:2 14:18	17:7 28:7 30:9
legislators 13:19	MARIBEL 1:18	19:1 34:14,22	14:20 18:16 20:10	organizations 4:1
14:5,6,8 17:13	markets 9:19	membership 18:22	42:2	6:8,21 7:4 14:12
18:17 20:11	materials 6:22	mentioned 20:11	Native 26:19	14:15,22 17:9
Legrasa 14:18	17:21	28:16	necessarily 25:16	18:14 27:4 28:15
let's 27:8	matter 4:12 44:20	mentioning 26:6	necessary 7:15	34:1
letters 41:11	Mayor 2:10	MERCEDES 1:20	13:18	outreach 22:5 41:5
letting 12:3	mean 3:21 8:16	10:16 30:14 40:3	need 4:2,5,22 7:3	
level 13:5	11:6,14 12:14	message 4:18,22	12:17 14:4 20:3	P
levels 16:4 19:17	15:7 21:18 23:5	messages 22:1	32:19 35:2 39:14	P-R-O-C-E-E-D-...
leverage 7:5 8:1	26:11 32:4	43:12	40:10,22 41:1,10	2:1
12:6 25:2 35:15	meat 6:9	met 1:8 44:5	41:14	p.m 1:11 2:2 44:19
leveraged 34:14	meet 12:5 17:10	Mexico 28:6 36:2,8	needed 4:19	Pacific 20:14 26:10
leveraging 27:1	21:1 27:20 32:9	Miami 1:9,10 28:9	networks 22:19	package 14:13
Libby 23:11 24:19	39:9	Miami/San 3:5	never 6:16 22:2	packages 13:3,18
licensed 9:1	meeting 2:19 30:16	military 7:19	new 7:2 28:6 33:4,6	packet 18:11
LIEVANO 1:20	meetings 13:19	million 4:7 20:1	33:7,11 35:10	page 22:12,13
10:16 30:14 40:3	member 2:11,21	minute 40:9	36:2,7 42:6	pain 39:3
life 42:14	4:4,9 5:3,18 6:15	mirrors 15:1 17:2	newsletter 24:13	pan 35:11
line 17:4	7:22 8:5,10,12,17	missed 2:15 23:20	non-profit 27:18	Pardon 9:16
list 18:1 31:8	9:11,14,17 10:1,6	missing 33:1	non-profits 6:8	parent 9:10 42:15
listing 30:6	10:10,16,18 11:11	Mo 28:9 37:11,11	Northeast 1:10	parks 21:21
lists 41:22	11:18 12:9 13:7	mobilize 13:5	40:2	part 2:16 11:3 13:1
little 9:2	13:10,12,13,15	mobilizing 12:18	NSF 25:11	18:11 21:2 24:2
local 5:1 6:8 13:5	14:1,10 15:11,16	model 10:9	number 14:12,15	41:14 44:1
42:2	16:9,14,15,16,20	MODESTO 1:17		PARTICIPANT
locally 4:13	17:15,16 18:13,20	moment 41:2	O	5:17 9:4 19:11
long 3:15	18:21 19:6,13,18	Mona 21:4	office 17:13,18	particular 12:5
look 2:3 25:6 43:17	19:19 20:5,6,7	Monday 2:7	29:18	22:17
looking 4:13 17:7,8	21:7 22:9 23:9	money 4:2,6 6:16	official 13:11	particularly 12:1
looks 12:4 25:8,8	24:11 25:17,20	11:7 23:21 24:1	officials 18:16	23:14
30:6	26:1,8,10,18	27:8,15,19 28:14	19:16	partner 36:4

partnership 3:1 6:2 6:13	27:5 40:2	39:17	regular 21:2	19:3 21:8 29:19
partnerships 6:10 10:11 29:19 30:11	populations 40:1	PU 15:6	reinvent 4:1	30:6,17 36:3
party 32:5	possibly 33:18	public/private 3:1 6:13	reinventing 4:7	41:21 43:15
pass 12:19 16:1	Post 21:8	pulling 13:17	related 12:21	seeing 6:11
passed 16:12	powerful 5:10	push 43:20	relationship 8:2 11:14 36:13	seen 15:17
pay 27:9 29:14,21 35:13	practice 16:1	pushes 4:21	relatively 35:9	selection 33:12
PEDROZA 1:21 2:11,21 4:4,9 20:5 20:7 21:7 30:19 31:2,11,15 32:2 36:1,10,19 37:1 40:15 41:3,19 42:7,21 43:9,18 44:4,13,16	practices 4:3,11 6:19 21:13,14 22:3	pushing 5:6 24:18	relevant 8:20	seminar 31:4 36:9
people 13:5 24:16 24:20 26:2,3,19 29:14 38:5,5,22 40:22 44:10	praises 2:15	put 13:3 14:14 20:12 23:21,22 24:13 37:2 41:5	remember 37:15	Senators 13:4
Perfect 33:13	pre-K 3:2 11:7 12:14	<hr/> Q <hr/>	repository 7:12	send 4:22 18:7 22:11 24:19,22 43:11,15 44:14
permission 5:13	pre-Kindergarten 25:6	quad 20:12	representatives 15:21 34:19	sense 18:6
person 22:5,6 42:15	precluded 13:8	quality 4:15 7:13 12:16 23:22 40:12 40:14,16	Republican 14:5 16:19	sent 24:13 29:3 43:12
philanthropies 3:10	precludes 13:16	question 15:17	request 29:3	separate 25:9
philanthropy 2:4 6:7	prepare 20:4 42:12	questions 38:21	research 4:11 11:3 25:5,10	September 2:20 5:20 34:4
piece 12:12,14,16 12:19 31:5	prepared 24:5	quite 8:14 26:19 32:9	resources 6:22 7:5 7:11,13	serve 23:16
PK 9:14,15,17	PRESENT 1:15	<hr/> R <hr/>	respect 17:17	Services 27:7
places 8:15 9:2,12 28:11	presentation 20:16	raise 6:12	response 30:6	serving 36:12
plan 5:8 31:6 41:4	President 17:2	reach 3:9 5:6 14:4 17:8 18:4,14 19:14 20:8,21 21:22	restrictions 12:21	session 30:4 38:17 39:4,5 43:3
planned 36:3	President's 1:1 4:20 12:12 15:2 16:6 41:6	reaches 21:17	right 4:4,9,10,13 9:22 11:7 15:6 25:4 28:9 32:14 34:6 37:22 38:1 38:13,20 39:6,12 42:21 43:1,7	sessions 27:8 34:21 37:2
planning 10:22 30:20 43:17	presidents 11:15	reaching 26:5	role 29:19	set 17:7 28:21 42:14
pledge 41:21	presiding 1:12	real 3:20	room 29:2	setting 13:19
point 17:6,20 29:17 35:14 40:7	previous 43:12	really 3:9 4:19 5:10 5:18,22 6:6 7:12 8:3,8,9,10,21 10:8 10:12 11:11 13:7 14:9 18:10 20:7 20:21 23:5,6 24:15,18 25:12 26:15,16 31:7 32:9 38:1 40:18 41:8 44:11	runs 29:8	shame 8:13
pointing 23:7	principles 7:16	reason 20:3	<hr/> S <hr/>	share 7:1,3 17:18 19:1,2 22:22 41:22
points 17:17 18:12	priorities 22:15	recognizing 31:7	San 2:20,22 3:2,3 7:19,20 8:6,22 21:9 33:15	sharing 34:13
political 12:22 18:15	Pritzger 37:9	reconnect 3:18	saying 15:8 16:4 17:3	sheet 18:9,9 21:14
population 14:9 21:17,19 22:1	Pritzker 3:19	record 2:17 43:8	scale 6:10 13:2	shrinking 40:2,10
	probably 2:6,7 7:19 40:19	reform 43:21	scaled 8:9	silos 7:8,9
	processes 23:17	regional 34:16,19	scaling 10:9	similar 7:9 17:6
	program 6:5 12:15 23:15		school 5:11 8:18 9:18 12:1 19:1	similarities 16:5
	programs 9:6 10:19 23:16 26:16		schools 11:22 12:7	Simultaneous 29:4 31:17 35:1,7,17 39:2 40:6
	project 10:21 11:2		second 44:9	singing 2:15
	promote 9:9		Secretary 17:1	size 5:16
	promoting 42:17		see 5:6 8:22 15:1	slots 40:12,13,16
	proposal 4:20 16:1 16:1,6 41:6			smaller 7:5
	proposals 41:15			SNAP 21:18 23:4
	provide 4:15 10:3 24:17			snapshot 18:2
	providers 27:19			somebody 29:9

soon 19:3
 sorry 26:9
 sort 3:5,7 5:6,21
 11:12,15 15:3
 17:3,6,14 18:2
 space 25:8
 speaking 36:11
 41:9
 specific 22:18
 specifically 37:18
 41:5
 specification 11:1
 spend 7:2
 spending 4:7
 spent 27:3
 sponsor 16:17
 spot 33:1
 staff 3:10,16 20:9
 stage 24:1
 stakeholders 24:14
 35:20
 standards 27:20
 32:9,12,13,17
 star 37:22 38:6,7,8
 start 9:6 10:13 11:6
 12:17,17 16:21
 23:13,13,14 27:17
 27:20 29:17 30:7
 43:17
 starts 9:6
 state 18:2,5,17
 20:10 36:15
 states 3:4 6:21 11:9
 18:2 20:20
 stay 20:2
 stayed 3:11
 strategic 30:11
 strategy 12:18
 41:17
 strong 16:21
 students 5:12 10:12
 10:14 11:2
 studies 25:10
 stuff 11:6 23:8
 subcommittee 1:3
 1:8 43:19
 submit 28:7 29:8

suggestion 20:8
 summer 28:21 29:1
 30:13 33:21 43:3
 summit 3:9 5:19
 18:10 21:9
 support 14:14,16
 15:22 21:1 32:7
 sure 4:14 17:19
 18:20 19:18 20:8
 21:7 24:9,15 26:6
 26:13 27:4 32:7
 40:20 42:16 43:22
 44:10
 suspect 39:15
 Sylvia 1:11,16 7:22
 systems 4:14

T

table 21:11
 take 7:18 11:2 21:5
 28:20
 talk 5:1 6:9 10:1
 22:15 30:10
 talked 5:5 22:2
 24:19
 talking 2:18 3:22
 5:12,15 10:13
 11:12 17:17,20
 18:12 24:16 29:18
 30:7
 tapping 30:1
 target 13:4
 teach 35:21,21
 teachers 12:2,2
 teaches 10:20
 technical 34:20
 terms 10:2 12:3,7
 18:4 24:14 25:7
 25:12 35:12 37:17
 Texas 28:12 33:2
 33:18,19,20 34:1
 thank 43:4,6 44:16
 44:18
 thing 8:7 9:9 11:8
 11:10 12:11 15:9
 15:9 21:4,20
 31:19 32:4 34:9

34:11 35:10
 things 5:4 11:21
 21:10 23:6 27:1
 35:22
 think 2:11 3:8,21
 4:17,22 5:4,12 6:4
 6:5,17,18 7:6,7,9
 8:12 12:4,9,10
 14:11 15:4,8 17:5
 18:9 19:10 20:3
 20:20 21:4,16
 22:9 23:19 25:6
 26:1,21 28:12
 29:16,22 31:2,5
 31:11,13 32:21
 34:12,19 35:19
 38:3 40:19 41:7
 42:19 43:18

thinking 12:6 23:3
 third 32:5 44:9
 thoughts 19:2
 three 41:4
 tieback 5:19
 Tier 11:17
 time 10:5
 timing 20:21 36:19
 today 8:21
 told 15:20 16:7
 tomorrow 11:21
 top 31:8
 topic 6:20 7:1
 touches 21:19
 touching 37:19
 track 18:19
 transportation
 21:22 23:2,4
 trick 36:20
 try 9:20
 trying 3:22 7:14
 10:8 11:19 24:8
 25:2,4,10 31:7
 39:19 42:9
 TUESDAY 1:5
 two 13:21 14:3 21:9
 35:22
 type 38:21

U

U.S 12:18
 UCLA 10:20 33:12
 understand 43:21
 understanding
 44:10
 understood 44:6
 undertaking 12:22
 units 41:20
 universal 12:14
 universities 10:11
 UNM 36:13
 updating 18:8
 use 6:18 25:1 30:5
 37:18
 usually 38:11
 utilizing 15:12

V

value 24:22
 vendors 34:2
 Vice 1:17
 visit 5:11 6:5 12:6
 visiting 12:15
 voices 26:3
 voters 20:1

W

Wait 40:9
 want 21:10 22:18
 22:22 24:15 35:13
 40:12,13,16 44:8
 wanted 21:10 44:9
 wants 11:17 37:18
 Washington 21:15
 way 5:2 6:18 30:9
 30:13 38:15 39:19
 41:20 43:20 44:13
 ways 31:12
 we'll 2:6
 we're 2:6,18 5:14
 5:21,22 6:2,20
 11:19,19,21,21
 16:11 18:8 19:20
 22:9,22 24:11,16
 28:18 29:17 37:19
 39:18 40:9,10

42:9
 we've 4:3 11:12
 14:6 19:22 22:2
 28:6,11,13 29:13
 33:4,17 37:1,8
 38:11 43:22
 webinar 11:22 22:7
 22:10
 webinars 35:14
 36:3
 website 22:12
 Welfare 14:19
 well-oiled 34:18
 went 31:3
 Weren't 15:5
 wheel 4:1 23:6
 White 8:3
 willing 37:9
 wise 6:5
 wonderful 2:16
 10:21
 work 9:15 10:2,22
 11:17 12:22 13:11
 13:17 19:15,17
 23:6 25:19 41:20
 working 17:12
 22:11 26:12 32:8
 34:14,16,17 38:5
 world 6:16
 worry 33:17
 worrying 38:20
 write 15:7 28:8
 29:6 39:10
 writer 28:5 29:15
 38:2,6,7,8 39:9
 writers 27:9 32:19
 38:1,4
 writing 15:9 30:4
 34:21 41:11
 wrong 15:19

X

XYZ 29:21

Y

yeah 36:5,10 39:11
 year 15:20 35:14

years 8:20 34:18
41:5
yeses 2:13
yesterday 30:22
York 33:4,6,7,11
Young 14:21
yous 44:18

Z

0

1

1 1:6 11:17
1:30 1:11
1:52 2:2
100 34:2

2

2:34 44:19
20 8:19
2014 1:6
2015 27:3 37:7,8
2nd 1:10 2:8,20
34:4

3

300 1:10
31 27:3 37:7
31st 21:12 36:22
37:4
3rd 2:9 25:6

4

5

6

7

8

9

C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Early Learning Subcommittee

Before: Educational Excellence for Hispanics

Date: 04-01-14

Place: Miami, FL

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.



Court Reporter

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS

1323 RHODE ISLAND AVE., N.W.

WASHINGTON, D.C. 20005-3701