UNITED STATES OF AMERICA
DEPARTMENT OF EDUCATION

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PRESIDENT'S ADVISORY COMMISSION ON EDUCATION
EXCELLENCE FOR HISPANICS

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EARLY LEARNING SUBCOMMITTEE BREAKOUT SESSION

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Thursday
April 28, 2016

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10:30 A.M.

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

PRESENT:

COMMISSIONER MEMBERS

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

PUBLIC SPEAKERS

Ilene Rosenthal, Footsteps2Brilliance
P-R-O-C-E-E-D-I-N-G-S

(10:37 a.m.)

CHAIR ACEVEDO: Thank you. I want to start our Subcommittee's meeting, call it to order.

MEMBER SANCHEZ: Okay. Go ahead.

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

MEMBER SANCHEZ: Very good.

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

MEMBER SANCHEZ: Right.

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

MEMBER SANCHEZ: Okay.
CHAIR ACEVEDO: -- because I'm very much excited, and it falls right -- very much in our wheelhouse.

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

MEMBER ABETY GUTIERREZ: What's her name again?

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

MEMBER SANCHEZ: K-U-E?

CHAIR ACEVEDO: Kuel, yeah, you're right, K-U-E-L, UW, University of Washington.

But what is great about her approach is, yes, it strengthens the brain, kids do better when they're bilingual, but it also brings in the
social aspects, as well, which is, you know,
really a great introduction to also the assets of
culture.

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

MEMBER SANCHEZ: Oh, wow. Yeah.

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

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

And then there may be one other in
Salt Lake City. Salt Lake City is leading the
nation in terms of what they're doing in dual
language. And they're also extending their dual
language support outside of just the Mormon
Church, but into the public schools as well. So
there may be an amplifying there, and another
amplifying event in Washington, D.C.

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

MEMBER SANCHEZ: Uh-huh.

CHAIR ACEVEDO: -- the San Antonio.

And then in Chicago, I don't know if
you guys remember, but there was a significant
presence from Health and Human Services, and that
was fundamental. As a result of that, last year
they moved one of their staffers to be full-time on dual language --

MEMBER LIEVANO: Wow.

CHAIR ACEVEDO: -- Dr. Shantel Meek.

She started putting into the policies the importance of dual language. What's really nice is she is on loan to the White House right now, and she's the one that's coordinating this press release.

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

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

VICE CHAIR GUTIERREZ: Uh-huh.

CHAIR ACEVEDO: And so our fingerprints are all over it. And Health and Human Services is really the one driving this. The Department of Ed is coming behind that, but they are working on getting all their different departments to,
you know, to align on this. But it's moving forward without all of their -- without -- I think the Department of Ed will eventually sign in on it.

VICE CHAIR GUTIERREZ: Uh-huh.

CHAIR ACEVEDO: But it's moving ahead anyway.

MEMBER LIEVANO: Great news. Great news.

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

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

CHAIR ACEVEDO: Uh-huh.

VICE CHAIR GUTIERREZ: Yeah.

CHAIR ACEVEDO: But we'll make sure --

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

CHAIR ACEVEDO: Yes.
MEMBER SANCHEZ: -- and the time?

CHAIR ACEVEDO: At the big community --

VICE CHAIR GUTIERREZ: Have it at on

the patio at Miguel's.

CHAIR ACEVEDO: Yeah. The -- yes, it's

the large early childhood center. And like I

said, I mentioned the one that Mo helped --

VICE CHAIR GUTIERREZ: It's called the

Center For Excellence.

CHAIR ACEVEDO: Yeah.

MEMBER LIEVANO: The Center For

Excellence?

VICE CHAIR GUTIERREZ: And actually --

MEMBER LIEVANO: That's in Miami;

right?

VICE CHAIR GUTIERREZ: And, actually,

it was Manny Fernandez who just wrote out a

check.

MEMBER SANCHEZ: Good deal.

VICE CHAIR GUTIERREZ: It was like $20-

something million bucks.

MEMBER LIEVANO: Wow.
CHAIR ACEVEDO: Yeah. But their dual
language curriculum is really great. They've
also got really good family engagement.

VICE CHAIR GUTIERREZ: Yeah.

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

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

I also wanted to update on family
engagement. The great thing is the
administration has put family engagement as part
of the ESSA, the education -- the new Student
Success Act [sic]. The thing that's so important
about this dual language policy is then that means that the family engagement funds that get allocated will have a dual language aspect, as appropriate. And that is significant, because as districts roll out and try to get Title I funding for family engagement, there is dual language support funding for that as well.

MEMBER LIEVANO: Okay.

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

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


VICE CHAIR GUTIERREZ: I guess it's --

MEMBER SANCHEZ: I just learned that today.

VICE CHAIR GUTIERREZ: -- until the new members --
MEMBER SANCHEZ: Until a year from now.

VICE CHAIR GUTIERREZ: -- get appointed

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CHAIR ACEVEDO: Appointed.

VICE CHAIR GUTIERREZ: -- and confirmed.

CHAIR ACEVEDO: Right.

MEMBER SANCHEZ: Yeah.

CHAIR ACEVEDO: So we're still on.

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: For another year.

MEMBER LIEVANO: For one more year?

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

VICE CHAIR GUTIERREZ: What an opportunity to make mischief.

CHAIR ACEVEDO: You know, I think we've stayed true to those things of family engagement. And I can hear Adrian, you know, who is missing in Albuquerque, but, you know, the importance of family engagement is always one of his things, dual language.
And then, Manny, early start, you've
been --

MEMBER SANCHEZ: Well, you know --
CHAIR ACEVEDO: -- drumming --
MEMBER SANCHEZ: -- the thing is --
CHAIR ACEVEDO: -- the beat of that
drum.
MEMBER SANCHEZ: -- in Chicago, there's
an initiative that just got started the first of
this month, and it's going on for the next 90
days in the Chicagoland area, driven by Ounce of
Prevention.

CHAIR ACEVEDO: Uh-huh.
MEMBER SANCHEZ: And you'll recall,
Ounce of Prevention was represented at our Miami
meeting. And they're all about early education,
from birth to four, principally.

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

MEMBER SANCHEZ: Yeah.
CHAIR ACEVEDO: Yeah.
MEMBER SANCHEZ: Indeed.
VICE CHAIR GUTIERREZ: Yeah.

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

CHAIR ACEVEDO: Yeah.

MEMBER SANCHEZ: -- or in first, or even pre-K. I mean, you have to start, frankly, from the time that the mother is pregnant, and the wellbeing of the mother. And there's this messaging that's going out, both in -- all of us go on elevators these days, and we've taken on the elevators in the downtown area. And you might be going up to the fifth floor and you see
Ounce of Prevention, you see this little infant
or you see this picture of a young child. And
who would have thought that reading to them or
talking to them or playing music to them or
engaging with them from birth to four would have
-- and so this plays into this whole dual
language thing. Why shouldn't that be viewed as
an asset, rather than the political diatribe
that's created every time you talk about
bilingual education?

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

VICE CHAIR GUTIERREZ: Uh-huh.

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

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

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

MEMBER SANCHEZ: Yeah, exactly.

VICE CHAIR GUTIERREZ: You know?

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

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: -- message that's been
pushed along, particularly among certain
candidates who are presently getting a lot of
media attention, but I don't want to politicize
this.

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

VICE CHAIR GUTIERREZ: Uh-huh.

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

VICE CHAIR GUTIERREZ: Yeah. You know,
when we started out, I remember the meeting we had with United Ways and a number of foundations --

MEMBER SANCHEZ: Uh-huh.

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

MEMBER SANCHEZ: Yeah.

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

CHAIR ACEVEDO: Uh-huh.

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

CHAIR ACEVEDO: Uh-huh.
VICE CHAIR GUTIERREZ: -- to make the arguments that really need to be made, both to parents, you know --

MEMBER SANCHEZ: Right.

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

MEMBER SANCHEZ: Yeah.

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

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

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

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

VICE CHAIR GUTIERREZ: Absolutely.

MEMBER SANCHEZ: -- in this country --

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

MEMBER LIEVANO: Yeah.

MEMBER SANCHEZ: -- by the media.

MEMBER LIEVANO: That's true.

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

VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: -- in that direction.

And your point is very well taken, Mo.
VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

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

CHAIR ACEVEDO: Right.

MEMBER SANCHEZ: Uh-huh.

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

MEMBER SANCHEZ: I agree.

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

MEMBER SANCHEZ: She'd be great.

MEMBER LIEVANO: -- in suggesting that
this should be a long-term commitment --

MEMBER SANCHEZ: Uh-huh.

MEMBER LIEVANO: -- and highlighting

the effort. So I'm willing to translate this

message to Shakira.

CHAIR ACEVEDO: Oh.

VICE CHAIR GUTIERREZ: Great.

CHAIR ACEVEDO: Oh, perfect.

MEMBER LIEVANO: And -- or together --

MEMBER SANCHEZ: Perfect.

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

CHAIR ACEVEDO: Well, June 2nd --

MEMBER LIEVANO: -- some sort of
strategy.

CHAIR ACEVEDO: -- would be great.

VICE CHAIR GUTIERREZ: That would be
great.

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

CHAIR ACEVEDO: Yeah, that would be
great.

You know, the other thing that we
learned in Chicago was from the number two person
at Health and Human Services, Dr. Linda Smith.

    MEMBER SANCHEZ: Uh-huh.

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

    MEMBER LIEVANO: Eighty people?

    CHAIR ACEVEDO: We need to --

    MEMBER SANCHEZ: Wow.

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

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

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

    MEMBER SANCHEZ: Yeah, I like that
idea.

    CHAIR ACEVEDO: -- initiative into --

    MEMBER SANCHEZ: Now how do we respond
to this?

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

   MEMBER SANCHEZ: Uh-huh.

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

   VICE CHAIR GUTIERREZ: Yeah.


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

   VICE CHAIR GUTIERREZ: Sure.

   CHAIR ACEVEDO: So I think that is
   another part of the call to action.
And in terms of the messaging, one of the things that I've seen is, unfortunately, a lot of our families don't stress maintaining Spanish.

MEMBER SANCHEZ: No.

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

MEMBER SANCHEZ: Yeah.

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

MEMBER SANCHEZ: You've got it.

VICE CHAIR GUTIERREZ: Yeah.

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

MEMBER SANCHEZ: Right.

CHAIR ACEVEDO: -- you know, Spanish
because --

VICE CHAIR GUTIERREZ: I don't want to confuse --

MEMBER LIEVANO: Spanish.

VICE CHAIR GUTIERREZ: -- confuse him, you know?

CHAIR ACEVEDO: Right.

MEMBER LIEVANO: Right.

CHAIR ACEVEDO: So maybe that is part of our messaging, as well.

MEMBER SANCHEZ: Yeah.

CHAIR ACEVEDO: So not only just do a language.

VICE CHAIR GUTIERREZ: I think, you know, I think Ron, the --

CHAIR ACEVEDO: Uh-huh.

VICE CHAIR GUTIERREZ: -- the native --

MEMBER SANCHEZ: Ron Sepulveda.

CHAIR ACEVEDO: Yeah.

MEMBER SANCHEZ: Yeah.

VICE CHAIR GUTIERREZ: -- man was talking about the importance of teaching native
languages to give a sense of self-efficacy --

CHAIR ACEVEDO: Uh-huh.

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

CHAIR ACEVEDO: Uh-huh.

VICE CHAIR GUTIERREZ: -- you know?

MEMBER SANCHEZ: Uh-huh.

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

CHAIR ACEVEDO: Uh-huh.

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

CHAIR ACEVEDO: Yeah.

MEMBER SANCHEZ: Right.

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

MEMBER SANCHEZ: Uh-huh.

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

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

MEMBER SANCHEZ: Wow.

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

VICE CHAIR GUTIERREZ: Uh-huh.

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

MEMBER LIEVANO: Okay.

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

MEMBER SANCHEZ: Yeah.

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

MEMBER SANCHEZ: Uh-huh.

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

VICE CHAIR GUTIERREZ: But you have --

MEMBER SANCHEZ: But on the media strategy front --

CHAIR ACEVEDO: Uh-huh.

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

VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

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

MEMBER SANCHEZ: Yeah.

MEMBER SANCHEZ: -- not discourage.
And I think it's -- we've gone like full cycle.

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

VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: -- in a bilingual way.

VICE CHAIR GUTIERREZ: Yeah.

CHAIR ACEVEDO: Uh-huh.

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

VICE CHAIR GUTIERREZ: Right.

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

VICE CHAIR GUTIERREZ: Yeah.

CHAIR ACEVEDO: Uh-huh.

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

VICE CHAIR GUTIERREZ: Yeah.

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

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: -- by maintaining that bilingual strength.

VICE CHAIR GUTIERREZ: Yeah. This weekend my daughter informed me that she was enjoyado, the kid, which is a third language that --
CHAIR ACEVEDO: Spanglish.
VICE CHAIR GUTIERREZ: Yeah.
MEMBER SANCHEZ: Spanglish.
VICE CHAIR GUTIERREZ: Enjoyado --
CHAIR ACEVEDO: Yeah.
VICE CHAIR GUTIERREZ: -- my daughter.
CHAIR ACEVEDO: Well, so it seems like
for us the family engagement really starts with
maintaining the home language, right --
MEMBER SANCHEZ: Indeed.
CHAIR ACEVEDO: -- really --
MEMBER LIEVANO: Uh-huh.
MEMBER SANCHEZ: Indeed.
CHAIR ACEVEDO: -- and stressing that.
VICE CHAIR GUTIERREZ: Well, and I
think giving -- I think in our native countries
you take a child to school and you hand him over.
CHAIR ACEVEDO: Uh-huh.
VICE CHAIR GUTIERREZ: And the teacher
in the school is fully responsible for the
education of that child, which is not only the
education but manners and how to be polite --
MEMBER SANCHEZ: Right.

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

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

MEMBER SANCHEZ: Right.

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

MEMBER SANCHEZ: Correct.

VICE CHAIR GUTIERREZ: -- for parents.

MEMBER SANCHEZ: That's right.

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

MEMBER SANCHEZ: Sylvia, this is --

VICE CHAIR GUTIERREZ: -- you know?

And so --

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

VICE CHAIR GUTIERREZ: Yeah.
CHAIR ACEVEDO: Uh-huh.

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

VICE CHAIR GUTIERREZ: They do.

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

VICE CHAIR GUTIERREZ: That idea that parents --

MEMBER SANCHEZ: -- that early education --

VICE CHAIR GUTIERREZ: -- need to be --

MEMBER SANCHEZ: -- is the key?

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

MEMBER SANCHEZ: You know? And they should --

CHAIR ACEVEDO: Yeah.

VICE CHAIR GUTIERREZ: -- a key one.

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

VICE CHAIR GUTIERREZ: Right.

CHAIR ACEVEDO: So --

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

CHAIR ACEVEDO: Oh, yeah.

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

CHAIR ACEVEDO: Uh-huh.

MEMBER LIEVANO: Yeah.

VICE CHAIR GUTIERREZ: Yeah.

MEMBER SANCHEZ: I mean, that was obnoxious. And so in order to prevent other generations from having to experience that kind of ignominy, we should have the parents and the families know that we need to start early. We have to start. It's never too early to start them and promote with a sense of pride, our culture, our language. Bilingualism is good --
VICE CHAIR GUTIERREZ: Uh-huh.
MEMBER SANCHEZ: -- not bad --
VICE CHAIR GUTIERREZ: Sure.
MEMBER SANCHEZ: -- et cetera.
MEMBER LIEVANO: Yeah.
MEMBER SANCHEZ: That's a message that has to resonate.
VICE CHAIR GUTIERREZ: Sure.
MEMBER LIEVANO: Absolutely.
MEMBER SANCHEZ: And they can send it --
VICE CHAIR GUTIERREZ: Sure.
MEMBER SANCHEZ: -- and at the same time meet their objectives of having these public service announcements that do good for the community, as well as for the people they serve.
CHAIR ACEVEDO: All right. So we're really kind of harmonizing --
MEMBER SANCHEZ: Uh-huh.
CHAIR ACEVEDO: -- in our, you know, run to the finish line --
MEMBER SANCHEZ: Uh-huh.
CHAIR ACEVEDO: -- is, you know, the focus on family engagement. And with that, you know, not only what they need to do, but maintaining the home language --

MEMBER SANCHEZ: Yeah.

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

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

MEMBER SANCHEZ: Yes.

CHAIR ACEVEDO: -- that we can flip on.

So what organizations do we need to help us flip that on?

And, you know, the other one is let's circle back, well, for the media and for the messaging, circle back to our original funders and partners to see how they can amplify, but also, you know, help us with this media tree.
You know, if we get the United Ways, if we get the Head Starts, et cetera, how do we get them so that those organizations are calling in --

MEMBER SANCHEZ: Uh-huh.

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

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

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

CHAIR ACEVEDO: Little time.

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

CHAIR ACEVEDO: Yeah, I know.

MEMBER SANCHEZ: Uh-huh.

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

VICE CHAIR GUTIERREZ: All right.

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

If, Manny, you can hit the never too early to start?
MEMBER SANCHEZ: Right.

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

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

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

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

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

VICE CHAIR GUTIERREZ: Sure.

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

MEMBER LIEVANO: Yeah.

MEMBER SANCHEZ: Yeah.

CHAIR ACEVEDO: Right.

MEMBER SANCHEZ: That's great.

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

VICE CHAIR GUTIERREZ: Yeah.

CHAIR ACEVEDO: Okay.

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

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

VICE CHAIR GUTIERREZ: Yeah.

CHAIR ACEVEDO: Okay. Great.

We have comment.

MS. ROSENTHAL: Thank you so much.

Well, first of all, my name is Ilene Rosenthal. I'm CEO of Footsteps2Brilliance, and we're part of the White House Initiative on Educational Excellence for Hispanics.

I want to, first of all, thank you for the work that you're doing, for making the advocacy, the policy that is so necessary if the United States is going to maintain a lead in this world globally in college and career readiness.

I'd like to talk about a few of the comments that you made. The first is the
importance of family engagement.

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

CHAIR ACEVEDO: Nice.

MS. ROSENTHAL: -- a cell phone.

CHAIR ACEVEDO: Right.

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

MEMBER SANCHEZ: Wow.

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

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

CHAIR ACEVEDO: Yes.

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

CHAIR ACEVEDO: Of course.

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

MEMBER SANCHEZ: Wow.

MS. ROSENTHAL: -- these are big vision
I also want to just take one minute to show you something. It will be hard for you to hear, but I want to show you something that happens with dual language, and we're hearing that this is so great.

CHAIR ACEVEDO: You can come closer so we --

MEMBER SANCHEZ: Please.

CHAIR ACEVEDO: Yeah. Yeah.

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

CHAIR ACEVEDO: Yeah.

MS. ROSENTHAL: Thank you. Okay.

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

(Whereupon a presentation of the above
aforementioned app is made.)

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

(Whereupon the presentation continues.)

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

MEMBER SANCHEZ: Uh-huh.

MS. ROSENTHAL: So then each word --

(Whereupon the presentation continues.)

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

(Whereupon the presentation continues.)

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

MEMBER SANCHEZ: Yeah.

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

(Whereupon the presentation continues.)
CHAIR ACEVEDO: Oh, that's neat.

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

VICE CHAIR GUTIERREZ: What does it cost?

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

VICE CHAIR GUTIERREZ: Per child?

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

MEMBER SANCHEZ: Yeah.

CHAIR ACEVEDO: Right.

MEMBER SANCHEZ: Wow.

MS. ROSENTHAL: So this -- the issue
has always been, how do we scale? And also, how
do we amplify the --

VICE CHAIR GUTIERREZ: On --

MS. ROSENTHAL: -- the teacher?

VICE CHAIR GUTIERREZ: On a phone, as

well?

MS. ROSENTHAL: You got it.

MEMBER SANCHEZ: Wow.

MS. ROSENTHAL: And if I get the -- if

I get the cards from all of you --

CHAIR ACEVEDO: Uh-huh.

MS. ROSENTHAL: -- I would be more than

happy to provide you with a username and password

--

CHAIR ACEVEDO: Oh.

MS. ROSENTHAL: -- it will come from

Cheryl Brewer, so that you can download this on

your phones and see it in action.

MEMBER SANCHEZ: Wow.

MEMBER LIEVANO: Oh.

CHAIR ACEVEDO: Perfect.

MEMBER LIEVANO: Wow.
VICE CHAIR GUTIERREZ: Actually, yeah, we're just wrapping up.

(Colloquy between Committee Members)

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

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

MEMBER LIEVANO: I'll give you my card.

MS. ROSENTHAL: All right. Great.

CHAIR ACEVEDO: Perfect.

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

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

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

VICE CHAIR GUTIERREZ: Oh, you are?

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

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

CHAIR ACEVEDO: Perfect.

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

VICE CHAIR GUTIERREZ: Okay.

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

VICE CHAIR GUTIERREZ: Thank you.

MEMBER SANCHEZ: No, thank you.

CHAIR ACEVEDO: Thank you.

MS. ROSENTHAL: Any time.

MEMBER SANCHEZ: Wow.

CHAIR ACEVEDO: Are there any --

MEMBER SANCHEZ: That's impressive.

CHAIR ACEVEDO: Thank you very much.

Appreciate that.

MEMBER SANCHEZ: Are we closing?

CHAIR ACEVEDO: And anything else?

MEMBER SANCHEZ: No, I'm good.
CHAIR ACEVEDO: Okay.

MEMBER SANCHEZ: Okay.

CHAIR ACEVEDO: All right. Thank you very much.

MEMBER SANCHEZ: Yeah.

CHAIR ACEVEDO: The meeting is adjourned.

(Whereupon, the meeting was adjourned at 11:05 a.m.)
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Before: U.S. Department of Education

Date: 04-28-16

Place: Fullerton, California

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