EARLY LEARNING SUBCOMMITTEE BREAKOUT DISCUSSION

PRESIDENT'S ADVISORY COMMISSION
ON EDUCATIONAL EXCELLENCE FOR HISPANICS

Fall 2014 Public Meeting
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The University of Texas at San Antonio
Downtown Campus
501 W. Cesar Chavez Boulevard
San Antonio, Texas 78207

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

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Sylvia Acevedo
Nancy Navarro
Catherine Millett
Marco Garcia
Montserrat Garibay
Richard J. Noriega
Maribel Duran
MS. ACEVEDO: All right. I want to welcome everybody. I'm Sylvia Acevedo. I want to welcome everybody to the Early Childhood Subcommittee Committee Meeting?

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

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

MS. ACEVEDO: Okay.

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

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

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

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

MS. ACEVEDO: "Military."

THE COURT REPORTER: Okay.

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

MS. GARIBAY: Montserrat Garibay, National Board Certified Teacher and Vice President.
for Education Austin (inaudible).

THE COURT REPORTER: "For

Education"

MS. GARIBAY: Education Austin, the

teacher union in Austin ISD.

THE COURT REPORTER: Sorry.

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

THE COURT REPORTER: Okay. That

helps.

MS. ACEVEDO: Yes. And then?

MR. NORIEGA: Rick Noriega with

AVANCE.

THE COURT REPORTER: Rick?

MR. NORIEGA: Noriega with AVANCE.

I'll give you a card.

THE COURT REPORTER: I'm not

hearing y'all on who you're with.

MS. DURAN: I can give you the

names.

Richard Noriega, AVANCE.

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

THE COURT REPORTER: Okay.

MS. DURAN: And I'm Maribel Duran

and I'm with the White House Initiative.
MR. SANCHEZ: Maribel.

MS. ACEVEDO: Great. All right.

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

MR. SANCHEZ: Can we close --

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

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

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

MR. PEDROZA: There's an echo.

(Recess taken.)

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

No? Okay. Great.

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

And so Alejandra mentioned to me, just really quickly, about the symposium, that if it
could be in the late May/early June time frame.

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

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

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

MS. ACEVEDO: Yeah.

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

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

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

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

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

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

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

MS. ACEVEDO: Okay. Great.

And so I will welcome folks.

Then, Maribel, I think you're next.

Libby Doggett is going to join us for brief remarks --

MR. SANCHEZ: Oh, good.

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

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

MS. ACEVEDO: Okay.

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

We are having San Antonio Mayor --

MS. ACEVEDO: Great.

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

MS. ACEVEDO: Okay. Great.

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

MR. SANCHEZ: Okay.

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

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

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

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

MR. SANCHEZ: Uh-huh.

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

MR. SANCHEZ: Huh.

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

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

MS. ACEVEDO: Uh-huh.

MR. SANCHEZ: Right.

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

MR. SANCHEZ: Uh-huh.

MR. PEDROZA: -- that we feel we
could learn something from the San Antonio example of what was done and that we could then take on to develop a White Paper and to move it, you know, into the symposium, but so we can continue telling the success story of San Antonio, and also the -- you know, maybe some of the challenges and the pitfalls and things that we can learn about maybe some of the struggles and -- and the mistakes that were -- that were made.

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

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

MR. PEDROZA: Early childhood movement. Yeah.

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

MR. PEDROZA: Yeah.

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

MR. PEDROZA: Uh-huh.

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

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

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

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

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

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

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

MS. ACEVEDO: Right.

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

MS. NAVARRO: To that point, I think that -- not necessarily, of course, for this roundtable because we're focusing on San Antonio,
but that was one of the questions that I had earlier, I think more for the symposium itself and in terms of White Papers. I'm really interested in the, you know, diversity of funding models --

    MR. PEDROZA: Uh-huh.

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

    MR. PEDROZA: Uh-huh.

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

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

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

    MS. NAVARRO: Uh-huh.

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

    MS. NAVARRO: Right.

    MR. ABETY: -- of up to .5 mills which now raises about a hundred and twenty-five
1 million a year.

MS. NAVARRO: Yeah.

MR. SANCHEZ: Uh-huh.

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

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

MR. SANCHEZ: Okay.

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

MR. SANCHEZ: But that's what --

But, essentially, that's what I'm asking. I mean, was that -- without the sales tax it was available but just not available to all? Is that it?

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

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

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

MR. PEDROZA: Uh-huh.

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

MR. PEDROZA: Uh-huh.

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

MS. ACEVEDO: Right.

MR. SANCHEZ: -- in the United States.

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

MR. ABETY: Options.

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

MR. ABETY: Yeah.

MR. PEDROZA: Yeah.
MS. NAVARRO: Because that's where we always hit the roadblock.

MR. SANCHEZ: Different (inaudible), yeah.

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

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

MS. DURAN: Yeah.

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

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

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

MS. DURAN: Can I just really
quickly add --

MS. ACEVEDO: Yeah. Go ahead.

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

MS. ACEVEDO: Right.

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

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

MR. PEDROZA: Yeah.

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

MS. DURAN: You know, what -- what should we -- how can we leverage the discussion,
people around the table today, and, you know, the
ones that we don't know so that we can inform the
White Paper.

MR. PEDROZA: Great.

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

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

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

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

MR. PEDROZA: Yeah.
MS. ACEVEDO: -- the purview of many of them.

MR. SANCHEZ: Yeah.

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

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

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

MR. PEDROZA: Okay.

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

MR. PEDROZA: Okay.

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

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

MR. PEDROZA: Yeah.

MS. ACEVEDO: She's in the
classroom.

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

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

MS. GARIBAY: But --

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

MR. NORIEGA: Thank you, ma'am.

Well, she's my boss --

MS. ACEVEDO: Okay.

MR. NORIEGA: -- so she's on my --

on the board of AVANCE, so she (inaudible) allow me to speak.

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

And the consensus came in -- it was for the purposes of early childhood education. And, hence, the initiative with the business leaders, Charles Butt and USAA, they co-chaired the -- the
effort. And I think it's an additional 20,000 kids now that are -- that they'll be able to include an additional 20,000 kids.

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

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

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

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

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

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

And so we've had to attack it at
the tactical level, which -- what you're talking about here with the City and one way as part of the toolkit and at the operational level and at the strategic level for the purposes of really scaling.

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

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

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

So, you know, we're involved in a couple of efforts, a strategic question for the purposes of sustainability -- because in the end, to serve more kids and families.
I mean, for us at AVANCE, what we recognize as part of our vision and mission is ultimately to serve more families and children. Because most of them will have a vowel at the end of their name at the end of the day. And we, as an organization, cannot serve everybody.

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

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

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

Here's an example: Title 1 dollars and the requirement for parental engagement in schools that use Title 1 dollars, but they're not prescribed to have to use those dollars for evidence
base type programs that demonstrates a successful metric or outcome. They have like two pachangas a year --

MS. ACEVEDO: Yeah.

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

MS. ACEVEDO: The pizza parties.

MR. NORIEGA: The pizza parties.

MS. ACEVEDO: Yeah. I know.

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

MS. ACEVEDO: Yeah.

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

There are some -- and I think Congressman Castro who was a colleague of mine in the statehouse brought up a good point, too. DOE just announced the Early Childhood additional grants three weeks ago maybe and it was to states. And the call that I had with NHLA, National Hispanic Leadership Agenda, was -- and it was specifically with the folks that are leading the -- My Brother's
Keeper, which doesn't translate into Spanish incidentally.

MS. NAVARRO: Uh-huh. Right.

MR. NORIEGA: "Why are -- Why are you continuing that particular policy initiative?"

Because the states that are most in need are the ones that won't apply.

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

But specifically on your White Paper of how you -- how you -- you bundle a variety of efforts in my opinion to help different communities sort through that toolkit of how we then can sustain early learning in our community is really, I think, a value to its knowledge base.

Because sometimes you just got to kind of try to figure it out. We had to figure it out. We only had one random controlled trial and therefore we're not evidence based. We had to get a second random controlled trial because it's a 40-year-old nonprofit.

Most nonprofits can't afford a
50,000-dollar study --

MR. SANCHEZ: Yeah.

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

MS. ACEVEDO: Right.

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

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

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

MS. ACEVEDO: Yeah, yeah, yeah.

No. I appreciate it.

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

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

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

MR. PEDROZA: Sure.

MS. ACEVEDO: But then Mo is batting cleanup.

You're bringing it home.

MR. ABETY: Yeah.

MS. ACEVEDO: Yeah.

MR. ABETY: Okay.

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

MR. ABETY: It can't be before?

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

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

MS. ACEVEDO: She tried.

MR. NORIEGA: Between you and the
happy hour.

MS. ACEVEDO: She tried. Go ahead.

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

MR. NORIEGA: Mo --

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

MR. NORIEGA: Sure.

MR. ABETY: -- programs here?

MR. NORIEGA: And there are lots.

The model for the community collabor -- It was really like the Stanford Community Impact Model is really what was overlaid in San Antonio to bring consensus.

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

It's like trying to administer a LULAC meeting or something to that effect. It's pretty tough, as you can imagine, right? Because everybody has --
MR. ABETY: An agenda.

MR. NORIEGA: -- an agenda.

MR. ABETY: Right.

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

MS. ACEVEDO: Right. Which is great.

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

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

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

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

And our colleagues on the higher ed did the great symposium. And they -- it was just amazing their -- the amount of researchers who willingly provided research and their own papers on that.
So I know Nancy is really interested in sort of being one of the drivers of this -- of the symposium.

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

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

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

MR. SANCHEZ: Well, that --

MS. ACEVEDO: -- such a perfect fit.

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

MS. ACEVEDO: No.

MR. SANCHEZ: -- investment?

MS. ACEVEDO: No.

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

MR. NORIEGA: What I was
suggesting is that --

MR. ABETY: -- where it is.

MR. NORIEGA: No. There is.

(Simultaneous discussion.)

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

MR. SANCHEZ: Oh, to bring it --

(Simultaneous discussion.)

MS. ACEVEDO: Right. Right.

Right.

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

MR. SANCHEZ: Yeah.

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

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

MR. NORIEGA: -- that are able to check that box. And it's a very -- They call it the gold standard, if you will. And so, therefore, it makes it prohibitive then for organizations maybe doing great work and so forth to -- to check that box. And it is a constraint or limitation to
getting more federal dollars flowing for the purposes of sustainability of serving more families and children.

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

MR. SANCHEZ: Okay.

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

MR. SANCHEZ: Right.

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

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

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

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

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

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

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

MR. SANCHEZ: It could.
MS. ACEVEDO: -- you know, that exists, you know, at the local community college. So I think that could be another area.

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

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

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

MR. PEDROZA: Yeah.

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

MR. PEDROZA: And --

MS. NAVARRO: Yeah.

MR. PEDROZA: Sorry. Go ahead.

MS. NAVARRO: Go ahead.

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

But I caution us to -- to not just
think about this as program. Because I think, you
know, that we are looking at a system of early
childhood, right?

MS. ACEVEDO: Yeah.

MR. PEDROZA: Programs make up a
system.

MS. ACEVEDO: Yeah.

MR. PEDROZA: Programs come and go.

MR. SANCHEZ: Right.

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

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

MR. SANCHEZ: Uh-huh.

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

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

The reality is that, you know,
 childcare or early care in education really is what
we're talking about here.
MR. PEDROZA: Yeah.

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

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

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

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

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

MR. ABETY: I've got --

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

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

I get calls from people all the time because of my previous life. And one of the things I'm finding is a good number of Latino children who are now getting tested for reading for the first, you know, state test and they can't read. They might be in fifth or sixth grade and reading at a first-grade level. And they've never been tested for dyslexia, dysgraphia or any of these things.

And I think the taboo for -- for Latino parents and the -- the embarrassment or -- I don't know what it is, but early screening and diagnosis and testing for kids in terms of to determine whether there is or could be a disability is -- I think it's a very important issue. And early childhood is the time to catch it and correct it.
MR. SANCHEZ: Right.

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

MR. ABETY: I --

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

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

MR. SANCHEZ: Yeah.

MR. ABETY: Yeah.

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

I think the symposium is great --

MS. ACEVEDO: Uh-huh.

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

MS. ACEVEDO: Uh-huh.
MS. DURAN: So I think earlier and yesterday we were talking about what can we do with our interagency working groups.

MS. ACEVEDO: Yeah.

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

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

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

MS. DURAN: That's really helpful.

That helps --

MR. ABETY: Yeah.

MS. DURAN: -- with HHS.

The second thing for the symposium team that I want to just make sure that you -- as you think about the topics, how can those topics
inform not only the Latino community, so external
facing, but how can we use this conversation in
Chicago, which I'm excited about, how can we inform
policy, so what the president is doing, what Libby
is trying to do.

MS. ACEVEDO: Right.

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

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

MS. ACEVEDO: Yeah.

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

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

MS. ACEVEDO: Yeah.

MS. DURAN: That's hot. How can we
sort of leverage and look at the research.
The other strand is obviously teachers, right, and how can we perhaps leverage the work the K through 12 subcommittee is doing.

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

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

MR. SANCHEZ: It's important.

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

MR. NORIEGA: It is.

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

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

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

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

She says no.

But could we arrange --

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

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

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

MS. ACEVEDO:  Uh-huh.

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

MR. SANCHEZ:  Correct.

MS. ACEVEDO:  And they -- because they would benefit from our symposium.  And so I had, you know, family engagement, bilingualism, the
certification, accreditation, licensing, the physical, Let's Move, cognitive skills building. You know, one thing I've always wanted to touch, and I don't know if we can touch this one, is, you know, Head Start uses 1980 data and 1990 data in the way that it allocates its funding. And so areas that have had large Latino growth are willfully underfunded, but that is a very sensitive political issue because --

MR. ABETY: Racially charged.

MS. ACEVEDO: Yes.

MR. SANCHEZ: Indeed.

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

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

There's a lot of communities that serve Latinos that would be dramatically benefited; but, also true, there's some communities that have had a decline in child population. And they get their -- They get -- They would see -- They would
MR. NORIEGA: I just have to throw this in because we submitted a proposal. We're part of the Clinton Global Initiative.

MS. ACEVEDO: Uh-huh.

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

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

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

And so, you know, it is getting creat -- and it is using the existing resources to try to fill those deltas, those gaps, in things that
we need for -- to have our kids school ready. So --

MS. NAVARRO: Right.

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

MS. NAVARRO: There are some pup --

MR. NORIEGA: -- proposal workup.

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

MR. NORIEGA: Yes.

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

THE COURT REPORTER: Some what models?

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

MS. NAVARRO: Pup.

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

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

MS. ACEVEDO: Awesome.

MR. SANCHEZ: -- general, and spoke to early education and, from a security standpoint,
the import for our own security to have these kids educated.

    MS. ACEVEDO:  What was the impact?
    MR. SANCHEZ:  So I'm telling you it was the most successful luncheon they'd ever had.
    They had 850 people there.
    But I'm sure -- I don't -- I wasn't there when they made the decision, but I know when they attended our meeting that had a very, very significant impact, and that's what they had.
    MS. ACEVEDO:  Yay. Thank you for sharing that, Manny.
    MR. SANCHEZ:  So they should want to help us in Chicago.

    (Breakout concluded at 2:52 p.m.)
THE STATE OF TEXAS    *
COUNTY OF BEXAR     *

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

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

___________________________________
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