



**WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS
&
PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANICS**

National Summit on Hispanic Early Learning



Report
November 2013



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS
&
PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANICS

WELCOME

The White House Initiative on Educational Excellence for Hispanics (WHIEEH) jointly with its President's Advisory Commission on Educational Excellence for Hispanics (Commission), welcome you to Miami for the **National Summit on Hispanic Early Learning**.

The goal of the summit is to increase the educational success of Hispanic children by prioritizing access to high – quality early learning. The summit will highlight the President's FY14 Preschool for All initiative; encourage the private and philanthropic sectors to increase investments in quality early learning for Hispanic children, and encourage mainstream media to dedicate resources to raise awareness about the importance of quality early learning among Hispanic families.

It is our hope that with your help, we will increase awareness and improve access to high quality early learning programs that will provide Hispanic children with a strong foundation for success.

We encourage you to read more about our initiative by visiting our website and signing up for our newsletter to become involved with us in this vital work. Once again, thank you for taking part in this critical national conversation. We look forward to working with you to ensure that the fastest growing population is prepared to compete in today's knowledge-based, global economy.

With Warmest Regards,

Alejandra Ceja

Alejandra Ceja
Executive Director
White House Initiative on Educational Excellence
for Hispanics

Eduardo J. Padrón

Eduardo J. Padrón
Chair
President's Advisory Commission on Educational Excellence
for Hispanics

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Evening (September 17) United Way of Miami-Dade Center for Excellence in Early Education

6:00 – 8:00 **Pre-Summit Reception**

Brief Remarks by:

- Sylvia Acevedo, Early Learning Subcommittee Chair, Commission
- Dr. Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education

Morning (September 18)

Room: 3210 North

8:00 A.M. **Registration & Continental Breakfast**

8:00 A.M.
to 4:30 P.M. **Exhibit Hall**

8:30 A.M. **Welcome Remarks**

- Dr. Eduardo Padrón, Chair, Commission

8:40 A.M. **Opening Remarks**

- Martha Kanter, Undersecretary, U.S. Department of Education

9:00 A.M. **Panel – What Works: Evidence-Based Programs and Practices**
Research shows that the early years in a child's life—when the human brain is forming—represents a critical opportunity for the development of a child's full potential. A quality early education shapes key academic, social, and cognitive skills essential to preparing a child for success in school and beyond. Policy experts will incorporate research and findings to inform the discussion on best and promising practices to ensure that our nation's young children have access to quality early childhood care and education.

Moderator: Modesto Abety-Gutierrez, Early Learning Subcommittee Vice-Chair, Commission

Panelists:

- W. Steven Barnett, Board of Governors Professor of Education and Director of the National Institute for Early Education Research (NIEER), Rutgers University
- Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education
- Donald J. Hernandez, Professor of Sociology, Hunter College, City of New York
- Sergio Urzúa, Assistant Professor, Department of Economics, University of Maryland

10:20 A.M. **Break**



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Morning

10:30 A.M.

Panel – Investments in Early Learning: Foundations for Success

Hispanic children represent the largest group of young, minority children in the nation, but are significantly less likely to be enrolled in center-based programs compared with their peers. Because America's economic success is inextricably linked with the success of the Hispanic community, an investment in high quality early learning opportunities for Hispanic children is critical to our nation's future prosperity. Expanding access to high quality early childhood education is among the smartest investments that we can make. Nonprofit and foundation leaders will discuss the importance and need for increased investment by all stakeholders in the education of our young children.

Moderator: Adrian Pedroza, Early Learning Subcommittee Member, Commission

Panelists:

- Arelis Diaz, Program Officer, Education & Learning, W.K. Kellogg Foundation
- Sandra Gutierrez, Director, Abriendo Puertas
- Gladys R. Montes, Vice President, United Way Center for Excellence in Early Education
- Richard Noriega, President & CEO, AVANCE
- Jeff Schoenberg, Advisor, J.B. & M.K. Pritzker Family Foundation

Noon

Lunch Keynote

- Roberto Rodriguez, Special Assistant to the President for Education, The White House Domestic Policy Council

Afternoon

1:00 P.M.

Media Availability

1:30 P.M.

Panel –Early Learning and Latinos: The Economic/Business and National Security Case

In 2012, the Council on Foreign Relations released a report saying the "United States' failure to educate its students leaves them unprepared to compete and threatens the country's ability to thrive in a global economy and maintain its leadership role." President Obama understands the moral, economic, and security cases for early learning. As a result, he has called for a significant expansion of quality early learning, extending and expanding evidence-based, voluntary home visiting, increasing early head start-child care partnerships benefiting our youngest children from birth through age 3, and enabling every 4-year old to attend a quality preschool program – one characterized by well-organized learning experiences, guided exploration, art, and storytelling, led by a skilled teacher. Business and military leaders will discuss the need for an educated workforce and military to meet the demands of the 21st century job market and to ensure the safety of our country.

Moderator: Sylvia Acevedo, Early Learning Subcommittee Chair, Commission

Panelists:

- David Lawrence, Jr., President, The Early Childhood Initiative Foundation
- Carrie Ann Quintana, Vice President & Multicultural Marketing Manager, PNC Bank
- Diana Rauner, President, Ounce of Prevention Fund
- Major General D. Allen Youngman, U.S. Army (Retired), Executive Advisory Council, Mission Readiness – Military Leaders for Kids



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Afternoon

2:45 P.M. **Break**

3:00 P.M. **Next Steps**

Participants will share, discuss suggestions, and propose recommendations regarding the topics of public policy, private sector investments and media awareness.

- **Public Policy Recommendation**

Breakout discussion facilitated by Manny Sanchez, Early Learning Subcommittee Member, Commission

- **Private Sector Investment**

Breakout discussion facilitated by Nancy Navarro, Early Learning Subcommittee Member, Commission

- **Media Awareness**

Breakout discussion facilitated by Sylvia Acevedo, Early Learning Subcommittee Chair

4:00 P.M. **Closing Remarks**

- Alejandra Ceja, Executive Director, WHIEEH
- Martha Kanter, Undersecretary, U.S. Department of Education

Evening

4:30 – 6:30 **Post-Summit Reception**

Brief Remarks by:

- Allen Sanchez, President and CEO, St. Joseph Community Health





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Sylvia Acevedo

Early Learning Subcommittee Chair

President's Advisory Commission on Educational Excellence for Hispanics



Sylvia Acevedo has been awarded international and national recognition for her leadership in addressing some of society's most vexing challenges: Education and Health. As an award winning CEO, Sylvia is known to create significant market opportunities for clients through analysis and strategies that capitalize on market patterns and trends.

In 2011, President Obama named Sylvia to the White House Commission for Educational Excellence for Hispanics where she serves as Chair of the Early Childhood subcommittee. The President of Mexico honored Sylvia with the Ohtli award, its most prestigious civil rights recognition for non-Mexican nationals. US News and World Report recently named Sylvia one of the top 100 American Women in

Science, Technology, Engineering and Math (STEM). Sylvia produced an innovative educational campaign in LA that earned an Emmy award.

Sylvia has enjoyed a broad business career, serving as an executive for several Fortune 100 companies, such as IBM, DELL and Apple. She started her career literally as a rocket scientist at the Jet Propulsion Labs. Sylvia holds a master's degree of science in Industrial Engineering from Stanford University, and her undergraduate bachelor's degree in Industrial Engineering from New Mexico State University.

Sylvia has received many awards and recognitions for her innovative, social entrepreneurial work and is an in demand corporate and conference speaker as a visionary thought leader, including speaking at TEDx. Sylvia currently serves on the Board of Directors for the Girl Scouts of the United States. She has been very involved in philanthropy, recently serving as the Chair of the Austin Community Foundation.

W. Steven Barnett

Board of Governors Professor of Education and Director of the National Institute for Early Education Research (NIEER), Rutgers University



W. Steven Barnett is Board of Governors Professor of Education and Director of the National Institute for Early Education Research (NIEER) at Rutgers University. An economist and educational researcher, Dr. Barnett's research includes studies of the economics, policy, and practice of early care and education. His best known works include benefit-cost analyses of the Perry Preschool and Abecedarian programs, and research on the short- and long-term impacts of a wide range of pre-K programs on children's learning and development.



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Alejandra Ceja

Executive Director, White House Initiative on Educational Excellence for Hispanics



Alejandra Ceja was appointed by the White House on May 6, 2013, to serve the president and secretary of education as the executive director of the White House Initiative on Educational Excellence for Hispanics. Ceja works closely with the Latino community and the President's Advisory Commission on Educational Excellence for Hispanics to implement the goals and deliverables under Executive Order 13555, by which President Barack Obama renewed the initiative, and better align the work of the initiative with the Department's cradle-to-career agenda. Prior to assuming this position, Ceja served as the chief of staff to Under Secretary of Education Martha Kanter. In that role, Ceja was instrumental in managing the under secretary's personnel, budget and associated operations, including the operations of six White House initiatives, to support the president's 2020 goal, what Secretary of Education Duncan calls the nation's "North Star": The United States will attain the highest proportion of college graduates

in the world by 2020.

Prior to joining the Department, Ceja served as the senior budget and appropriations advisor for the House Committee on Education and Labor, chaired by Congressman George Miller. There, she drafted legislation in support of national service reauthorization—the Edward M. Kennedy Serve America Act—and worked on policy issues related to child nutrition, English language learners, migrants, Impact Aid and appropriations. From 1999 to 2007, Ceja was a program examiner for the White House Office of Management and Budget, where she helped formulate the federal budget for the Department of Labor and the Corporation for National and Community Service.

A native of Huntington Park, Calif., Ceja holds a bachelor's degree in political science from Mount St. Mary's College in Los Angeles, and a master's degree in public administration from Baruch College at the City University of New York. She is a graduate of the Congressional Hispanic Caucus Institute's Public Policy Fellowship, the Presidential Management Fellows program, the National Hispana Leadership Institute and the National Urban Fellows program.

Marco Davis

Deputy Director, White House Initiative on Educational Excellence for Hispanics



Marco Antonio Davis is the deputy director of the White House Initiative on Educational Excellence for Hispanics. Named to this position in January 2012, he helps carry out President Obama's efforts to improve the academic achievement of the nation's Hispanic students. Prior to joining the initiative, from 2010 to 2012, Davis served as the director of public engagement for the Corporation for National and Community Service, leading President Obama's call to service initiative, United We Serve, the annual Martin Luther King Jr. National Day of Service, and the September 11 National Day of Service and Remembrance.

The son of a Jamaican father and a Mexican mother, Davis and his two older sisters grew up in Mount Vernon, N.Y. He attended public and private schools before enrolling at Yale University, where he earned his bachelor's degree in history and Latin American studies. Upon graduation in 1992, he returned to New York City, where he worked as a leadership development counselor at Prep for Prep.

In 1994, Davis moved to Washington, D.C., and took a job at the National Council of La Raza (NCLR), the nation's largest Latino civil rights and advocacy organization. During his nearly 13 years at NCLR, he was promoted to director of leadership development, and designed and established the Center for Emerging Latino Leadership. During his time at NCLR, he also managed *Encuentro 2000—And Beyond*, an annual strategic retreat for distinguished national Latino opinion leaders.



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Arelis Diaz

Program Officer, W.K. Kellogg Foundation



Arelis Diaz is a program officer at the W.K. Kellogg Foundation in Battle Creek, Michigan. As a member of the Education & Learning team, Arelis is responsible for identifying and nurturing opportunities for affecting positive systemic change within communities and executing programming efforts aligned with the Foundation's goals. She manages and monitors a portfolio of active grants, providing technical assistance to grantees on model development, partnership negotiations, leadership capacity building and coaching. Her focus will be primarily on PK-12 education.

Prior to joining the Foundation in 2010, Arelis had a 15 year career with the Godwin Heights Public Schools in Wyoming, Michigan, serving most recently as the assistant superintendent for curriculum and instruction and human resources director. Other earlier positions include director of curriculum and instruction, principal of North Godwin Elementary, ESL/foreign language director and bilingual/ESL

elementary teacher. Under her leadership Arelis transformed academic achievement and propelled the district into educational excellence. Arelis and the district have received state and national recognition for successfully closing the achievement gap for children of poverty.

She is the recipient of several honors, including the 2009 Dispelling the Myth Award from the Education Trust in Washington, D.C, the 2007 MASB Education Excellence Award for the Parents ARE Teachers early childhood literacy program for ELL parent, and the Herman W. Coleman Human Relations Award. She holds a Master of Arts in K-12 educational administration from Michigan State University and a Bachelor of Arts in elementary education with bilingual endorsement from Calvin College. She is currently pursuing a Ph.D. in K-12 educational leadership from Western Michigan University. The W.K. Kellogg Foundation, established in 1930, supports children, families and communities as they strengthen and create conditions that propel vulnerable children to achieve success as individuals and as contributors to the larger community and society. Grants are concentrated in the United States, southern Africa, Latin America and the Caribbean.

Libby Doggett

Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education



Libby Doggett brings to her new position at the department a lifetime of experience in early learning, Head Start, and child care for children with and without disabilities. Recently, Doggett was the director of the Pew Charitable Trusts Home Visiting campaign where she oversaw a robust research agenda and worked with advocates in target states to build political and public understanding and support for data-driven investments that align with federal guidance. Prior to that Doggett directed Pre-K Now, a 10-year campaign to advance high-quality, voluntary pre-kindergarten for all three- and four-year-olds in states across the country. Doggett also worked for the National Head Start Association, directing their HeadsUp! reading program to improve literacy instruction in early learning classrooms across the country. In her home state of Texas, Doggett ran a home visiting program for infants and toddlers

with disabilities living in the Texas hill country, after which she served as the executive director of the Arc of Texas, an advocacy group for children with developmental disabilities. Doggett began her career as a bilingual first grade teacher at Ortega Elementary School in Austin. Doggett is returning to the department where in the nineties she served as executive director of the Federal Interagency Coordinating Council for infants, toddlers and preschoolers with disabilities and their families. Doggett holds a doctorate from the University of Texas in early childhood special education. During her undergraduate years at the University of Texas, she met her husband Lloyd Doggett, currently a U.S. Representative from Texas and a senior Member on the Ways & Means Committee. The Doggetts have two daughters, Lisa and Cathy, and three granddaughters, Ella, Clara and Zayla.



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Modesto Abety-Gutiérrez

Early Learning Subcommittee Vice Chair

President's Advisory Commission on Educational Excellence for Hispanics



Modesto E. Abety-Gutierrez aka "Mo" is best known for his advocacy on behalf of children and families in South Florida. He served as Director of the Miami-Dade County Children's Services Council (CSC) for 12 years before joining The Children's Trust as its founding CEO in 2002. He retired from Children's Trust in 2013. The Trust is a special taxing district formed to improve the lives of all children and families in Miami-Dade. It was created by voters as a result of a successful ballot initiative, which Mr. Abety-Gutierrez worked hard to pass as the campaign's Field Operations Manager in 2002. Today, Mr. Abety-Gutierrez and The Trust staff manage the agency's comprehensive needs assessment and funding process, which results in a \$118 million annual investment in child and family services. Since 2003, The Trust has become a recognized leader in planning, advocating and funding high quality services for children and families.

Throughout his almost more than 40 years of public service, Mr. Abety-Gutierrez has served as Executive Assistant to the Director of the County's Community Action Agency and Head Start Program, Director of Social Services for the County's Public Housing Authority; Special Project's Officer on Community Development, Housing and Homelessness at the United States Conference of Mayors, and as a community organizer and social worker with a variety of organizations and agencies serving the poor, aged and distressed families.

Mr. Abety-Gutierrez earned his Master's Degree in Public Administration at Bernard M. Baruch College/City University of New York and his Bachelor's Degree in Sociology at Florida State University. He is a proud graduate of Miami-Dade College and Miami Senior High.

He currently serves on the following boards: The Juvenile Justice Board, The Policy Group for Florida's Children and Families, The Early Learning Coalition of Miami-Dade, The Florida Children's Services Council, The Florida Afterschool Network and The City of Miami Education Advisory Board. In September 2011, Mr. Abety-Gutierrez was appointed by President Obama to serve on the President's Advisory Commission on Educational Excellence for Hispanics.

"Mo" is the recipient of numerous honors including: 2013 National Afterschool Alliance-Champion for Children Award and the Florida Afterschool Network Champion of the Year Award. 2013 A.Y.U.D.A. Lifetime Achievement Award. In 2012 received the Lawyer's for Children-Child Advocacy Award and Amigos for Kids; Child Welfare Prevention Award. In 2011 the FACHC Community Health Partnership Award and was honored by South Florida After-School All-Stars (SFASAS) for outstanding service to Greater Miami's Youth. 2010 selected as the Top 100 South Florida Small Businesses Leaders and honored by Theodore R. Gibson Memorial Fund.

Sandra Gutiérrez

National Program Director, Abriendo Puertas

Sandra Gutierrez is the National Program Director of Abriendo Puertas / Opening Doors. Ms. Gutierrez led the development of Abriendo Puertas/ Opening Doors-the nation's first evidencebased, comprehensive training program for Latino parents with children 0 to 5. Prior to her work with Abriendo Puertas / Opening Doors, Ms. Gutierrez developed a series of training programs to support children and families involved in the child welfare system for Parents Action for Children. She brings over forty years of experience with legal, children's advocacy and community service organizations. Her multi-faceted career has included founding the first service organization to assist Central American Refugees, developing health education programs for the United Farm Workers of America and leading campaigns to promote the benefits of preschool to the Latino community. In addition, for seven years, she served as a founding member and State Commissioner for First 5 California where she established the Advisory Committee on Equity.



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Donald J. Hernandez

Professor of Sociology, Hunter College, City of New York



Donald J. Hernandez, Professor of Sociology at Hunter College and the Graduate Center, City University of New York, received his B.A. in Sociology from the University of Illinois, Urbana, and his M.A. and Ph.D. in Sociology from the University of California, Berkeley. He joined the faculty in September 2009. His research focuses on historical and contemporary change in the lives of children and families with particular attention to immigrants and public policy. He also recently completed work on an alternative poverty measure for the U.S. that overcomes many limitations of the current official measure, and on research assessing the extent to which socioeconomic disparities versus cultural differences can account low enrollment in early education programs among Hispanic children in immigrant and native-born families. He is currently using the Foundation for Child Development's Index of Child Well-Being (CWI) to explore disparities in child well-being by race-ethnic and immigrant origins, and by socioeconomic status, and he is conducting research on the links between early reading proficiency and high school graduation.

Martha Kanter

Undersecretary, U.S. Department of Education



Martha J. Kanter was nominated by President Barack Obama on April 29, 2009, to be the under secretary of education and was confirmed by the Senate on June 19, 2009. Kanter oversees policies, programs and activities related to postsecondary education, adult and career-technical education, federal student aid, and six White House Initiatives. Kanter is charged with planning and policy responsibilities to implement President Obama's goal for the U.S. to have "the best educated, most competitive workforce in the world by 2020" as measured by the proportion of college graduates over the next decade. Under Secretary Kanter and her team are keenly focused on improving college access, affordability, quality and completion to implement President Obama's American Graduation Initiative.

In her first two years as under secretary, the successful implementation of the Direct Student Loan program resulted in a 50-percent increase in college enrollment, growing from 6 to 9 million students today who are Pell Grant recipients. Kanter and her team are working closely with postsecondary partners from across the nation to boost American innovation and competitiveness with an ambitious college completion agenda, teacher quality reforms, adult education program improvements, modernization of career-technical education and a new partnership with the U.S. Department of Labor, which has announced the first \$500 million of a \$2 billion federal investment to increase quality, graduation and employment opportunities for community college students.

Kanter has been recognized for her work numerous times, including being named Woman of the Year by the 24th Assembly District, Woman of Achievement by *San Jose Mercury News* and the Women's Fund, and Woman of the Year for Santa Clara County by the American Association of University Women. In 2011, Kanter was appointed to the U.S. National Commission for the United Nations Educational, Scientific and Cultural Organization (UNESCO), a federal advisory committee to the Department of State that supports worldwide humanitarian development and values by coordinating efforts and delivering expert advice on issues of education, science, communications and culture.

Under Secretary Kanter holds a doctorate in organization and leadership from the University of San Francisco. Her dissertation addressed demographic, institutional and assessment factors affecting access to higher education for underrepresented students in California's community colleges. She received her master's degree in education with a concentration in clinical psychology and public practice from Harvard University, and a bachelor's degree in sociology from Brandeis University.



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David Lawrence Jr.
President, The Early Childhood Initiative Foundation



David Lawrence Jr. retired in 1999 as publisher of The Miami Herald to work in the area of early childhood development and readiness. He is president of The Early Childhood Initiative Foundation and "Education and Community Leadership Scholar" at the University of Miami's School of Education and Human Development. He leads The Children's Movement of Florida, aimed at making children the state's top priority for investment and decision-making. He is a member of the Governor's Children's Cabinet and twice chaired the Florida Partnership for School Readiness. In 2002 and 2008 he led successful campaigns for The Children's Trust, a dedicated source of early intervention and prevention funding for children in Miami-Dade. He is the "founding chair." He is a board member of the Foundation for Child Development in New York. He is a board member and former chair of the Early Learning Coalition of Miami-Dade and Monroe. The David Lawrence Jr. K-8 Public School opened in 2006. An endowed chair in early childhood studies is established in his name at the University of Florida College of Education.

He is a graduate of the University of Florida and named "Outstanding Journalism Graduate" and subsequently from the Advanced Management program at the Harvard Business School. In 1988, he was honored with Knight-Ridder's top award, the John S. Knight Gold Medal. His 12 honorary doctorates include one from his alma mater, the University of Florida. His national honors include the Ida B. Wells Award "for exemplary leadership in providing minorities employment opportunities" and the National Association of Minority Media Executives award for "lifetime achievement in diversity." His writing awards include the First Amendment Award from the Scripps Howard Foundation and the Inter American Press Association Commentary Award.

He and Roberta, a master's graduate in social work from Barry, live in Coral Gables and have 3 daughters, 2 sons and 5 grandchildren. His honors among many, include: "Family of the Year" from Family Counseling Services and "Father of the Year" twice (1999 and 2012) by the South Florida Father's Day Council. In the past year he has been honored as a Miami Today Living Legend as well as with the Governor's Shine Award for Inspirational Teachers, the Toni Jennings Early Learning Champion Award and the Community Champion Award from Leave a Legacy. Nationally, he has been honored with the American Public Health Association Award of Excellence, the Lewis Hine Award for Children and Youth, the "Children's Champion" award from the National Black Child Development Institute, the Terri Lynne Lokoff Child Care Advocate Award and The National Center for Victims of Crime for "extraordinary leadership and service on behalf of abused children," and a Spirit of Fatherhood Hall of Fame inductee by the National Partnership for Community Leadership.

Gladys R. Montes
Vice President, United Way Center for Excellence in Early Education



Gladys R. Montes, Vice President of United Way Center for Excellence in Early Education. Has a passion for providing high quality early childhood education and more than 25 years of experience. Prior to joining United Way, Gladys worked as a preschool teacher, a childcare center director, associate director for Catholic Charities' early childhood division, a federal reviewer for Head Start and a validator with the National Association for the Education of Young Children. Gladys has been instrumental in the development of the Birth to Three Learning and Development Standards, a project sponsored by the Florida Partnership for School Readiness and the Florida Institute of Education. Gladys has a bachelor's degree from University of Puerto Rico and a master's degree from Nova Southeastern University.



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Nancy Navarro

Early Learning Subcommittee Member

President's Advisory Commission on Educational Excellence for Hispanics



Nancy Navarro was elected to represent District 4 on the Montgomery County Council, Montgomery County, Md., She served as Council Vice President for the 2011-2012 Session, and has been elected Council President for the 2012-2013 session of the Council. Since December 2010, she has chaired the Government Operations and Fiscal Policy (GO) Committee and serves on the Health and Human Services Committee. Prior to her election to the council, Navarro served on the Montgomery County Board of Education, where she was twice elected president (2006 and 2008). She was first appointed to the Board of Education in October 2004 to fill the term of the vacant District 5 seat. On Nov. 7, 2006, she was elected to a full four-year term. Navarro was a member of the board's Strategic Planning Committee and chaired the Communications and Public Engagement Committee. Before entering public life, Navarro cofounded a nonprofit, community-based organization whose mission is to assist the economic and educational development of Latino and other immigrant communities. She has served in a number of volunteer leadership roles, including PTSA co-president of White Oak Middle School; chair of the Youth, Schools and Childcare Work Group of the Long Branch Revitalization Task Force; cofounder of the Montgomery County Non-Profit Village; member of the Montgomery County Gang Prevention Task Force; member of the National Child Care Action Campaign; and member of the advisory committee for the Washington Area Foundation Portrait Project. She also served as a bilingual classroom parent volunteer. Navarro has received numerous awards, including the Hispanic Chamber of Commerce of Montgomery County Leadership Award; the Maryland State Department of Education Women Who Dare Leadership Award; the Hispanic Democratic Club of Montgomery County Poder con Ganas Award; the U.S. Hispanic Youth Entrepreneur Education Hispanic Hero Award; the Montgomery County Business and Professional Women Association's Women of Achievement 2007 Award; the Community Teachers Institute Heart of the Community Award; the 2009 Maryland Top 100 Women Award; and the Mid-Atlantic Hispanic Chamber of Commerce 2010 Elected Local Government Official of the Year Award, among others. Navarro is a graduate of the University of Missouri-Columbia and a graduate of the IMPACT Silver Spring 2001 Leadership Program and Leadership Montgomery Class of 2009.

Richard Noriega

President & CEO, AVANCE



Richard Noriega is President and Chief Executive Officer of AVANCE, a national community-based nonprofit organization, dedicated to parental involvement and child development. Under Noriega's leadership, AVANCE has grown significantly, which landed the organization on *Hispanic Business Magazine's* Top 25 nonprofits list five years in a row and named Noriega as one of their Top 100 Influential Hispanics in the United States. During his tenure, AVANCE has established innovative partnerships and community ventures including rapid expansion to states across the nation and for the first time, engaging in cross-cultural partnerships to research the adaptability of the AVANCE Parent-Child Education Program to different ethnic groups. Noriega was recently featured on NBC's *Education Nation* and was selected for investment as a social entrepreneur by New Profit Inc.

For over five consecutive terms, Noriega served at the Texas House of Representatives where he introduced and authored the *Texas Dream Act*, which has had a tremendous impact on thousands of Texas college students and has served as a blue print for federal legislation. Noriega's involvement in the public sector has gone beyond the halls of the Texas Legislature and the non-profit sector, and into the battleground overseas and domestically. Since 1980 he has served in the National Guard and Army Reserves. Noriega is a Houston native with a bachelor's degree from the University of Houston and a master's in Public Administration from Harvard University. He is a graduate of the U.S. Army Command and General Staff College, holds a certificate in Advanced International Affairs from the Bush School of Government at Texas A & M University. Noriega is married to Houston City Councilmember Melissa Noriega and they have two sons.



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Dr. Eduardo Padrón

Chair, President's Advisory Commission on Educational Excellence for Hispanics



Eduardo J. Padrón, of Miami, is the chair of the President's Advisory Commission on Educational Excellence for Hispanics and the president of Miami Dade College (MDC). An American by choice, Padrón arrived in the United States as a refugee at the age of 15. Since 1995, he has served as president of MDC, an Hispanic-Serving Institution and the largest institution of higher education in America with more than 170,000 students. An economist by training, Padrón earned his Ph.D. from the University of Florida. In 2009, *TIME* magazine included him on the list of "The 10 Best College Presidents." In 2010, he was named "Floridian of the Year" by *Florida Trend*; in 2011, *The Washington Post* named him one of the eight most influential college presidents in the U.S. Padrón's energetic leadership extends to many of the nation's leading organizations. He is the immediate past chair of the board of the Association of American Colleges and Universities and chair of the board of directors of the American Council on Education.

Throughout his career, Padrón has been selected to serve on posts of national prominence by five American presidents and is widely recognized as one of the top education leaders in the world. He currently serves on the boards of the Business/Higher Education Forum; League for Innovation in the Community College (past Chair); RC 2020; the Collins Center for Public Policy; the College Board Advocacy and Policy Center; 2010 White House Fellows Selection Panel (chair); the International Association of University Presidents; and the Council on Foreign Relations. In past years, he has held leadership positions on the boards of the Carnegie Foundation for the Advancement of Teaching; the Hispanic Association of Colleges and Universities (chair); the Kennedy Center for the Performing Arts; Campus Compact; Congressional Hispanic Caucus Institute; and others. Most recently, he has been appointed to the commission to study the potential creation of the National Museum of the American Latino. Padrón's transformational accomplishments at Miami Dade College have been acknowledged by the national media, including *The New York Times*, *NBC Nightly News*, *TIME*, *Wall Street Journal*, CNN and *The Chronicle of Higher Education*. He has been featured in *People* magazine as one of the world's most influential Hispanics; *Hispanic* magazine's list of most powerful Latinos, and *PODER* magazine's report on "Movers and Shakers."

Adrian Pedroza

Early Learning Subcommittee Member

President's Advisory Commission on Educational Excellence for Hispanics



Adrian Pedroza is the executive director of the Partnership for Community Action in Albuquerque, N.M., a grassroots community-based organization that works to build community leadership around issues of immigration, education reform and public health. Prior to this, he led the University of New Mexico High School Equivalency and College Assistance Migrant programs, which provide education opportunities to migrant and seasonal farm workers and their families. Pedroza also worked with New Mexico constituents for U.S. Senator Jeff Bingaman and was appointed to the inaugural Hispanic Education Advisory Council by then-governor Bill Richardson. Pedroza is a founding and executive member of the New Mexico Learning Alliance and served as a founding member of the Latino/Hispano Education Improvement Task Force. He currently sits on the board of the New Mexico Civic Engagement Partnership. Pedroza holds a B.A. and an M.B.A. from the University of New Mexico.



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Carrie Ann Quintana

Vice President & Multicultural Marketing Manager, PNC Bank



Carrie Ann Quintana is Vice President and Multicultural Marketing Manager of PNC Bank. Ms. Quintana is responsible for reaching diverse customers through existing PNC products and programs as well as creating new culturally and language-appropriate strategies for Spanish-speaking customers and other multicultural segments. Ms. Quintana is active in the Hispanic community, serving on the board of The Pittsburgh Metropolitan Area Hispanic Chamber of Commerce. She is President of the Board of *La Escuelita Arcoiris*, a Spanish immersion preschool in Pittsburgh, and is a member of the Association of Latino Professionals in Finance and Accounting. In addition, she served as the commissioner for Allegheny County for the Pennsylvania Governor's Advisory Commission on Latino Affairs from 2008 to 2010. Ms. Quintana earned a B.A. degree from the University of Pittsburgh in Hispanic Languages and Cultures. She also has certificates in Latin American studies and professional translation in Spanish and English.

Diana Rauner

President, Ounce of Prevention Fund



Diana Mendley Rauner is President of the Ounce of Prevention Fund, a public-private partnership that believes in starting early to unlock the power of human potential. With an operating budget of approximately \$50 million, the Ounce's single goal is to prepare children for success in school and in life. The Ounce serves at-risk young children and their families by advocating for programs and policies that benefit young children and families; educating early childhood professionals; and engaging in rigorous research and evaluation projects that contribute meaningful data to the early childhood field.

As President, Diana leads a team of strategic experts who are focused on putting early learning theory into practice through a comprehensive pregnancy to birth to 5 approach. Diana was appointed President of the Ounce in January 2011, having previously served as a Board member, and later as the organization's Executive Director. Her leadership of the Ounce is influenced by her early experiences in both investment banking and early childhood research. Diana holds a Ph.D. in developmental psychology from the University of Chicago, an M.B.A. from the Stanford Graduate School of Business and a B.A. from Yale University.

Diana serves on the Board of Directors of the Ann & Robert H. Lurie Children's Hospital of Chicago, After School Matters, the Latin School of Chicago, and the Thacher School; and as an Advisory Board member for America Achieves. Diana is also a member of the Yale University Council and the Stanford University Graduate School of Business Management Board.

Diana and her husband Bruce Rauner are the proud parents of six children, ages 14 to 28.



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Roberto Rodriguez

Special Assistant to the President for Education, The White House Domestic Policy Council



Roberto J. Rodríguez serves in the White House Domestic Policy Council as Special Assistant to the President for Education. Previously, Rodríguez was Chief Education Counsel to United States Senator Edward M. Kennedy (D-MA), Chairman of the Health, Education, Labor and Pensions (HELP) Committee. In this capacity, he managed the Democratic education agenda for the Committee and led policy development and strategy for legislation addressing early childhood education, elementary and secondary education, higher education, and adult education. Rodríguez began his tenure on Capitol Hill working for the Senate HELP Committee on the development of the No Child Left Behind Act. He has worked on various reauthorizations of federal legislation, including the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, Head Start, Child Care, Higher Education, and the America COMPETES Act. Prior to working on Capitol Hill, Rodríguez worked as Senior Education Specialist at the National Council of La Raza, where he conducted research and analysis of federal and state education reform issues, as well as the development and evaluation of community-based education programs. He is a graduate of the University of Michigan and of the Harvard Graduate School of Education in Cambridge, Massachusetts.

Allen Sanchez

President and CEO, St. Joseph Community Health



Mr. Sánchez was born in Belen, N.M. He was raised on a working cattle ranch where he acquired a work ethic of devoting one's time, energy and hope. His Catholic Faith has always been at the core of his motivation of service to others.

Allen received his Bachelor of Arts in Pastoral Services from the College of Santa Fe. He subsequently received a Bachelor of Sacred Theology from Pontifical Gregorian University in Rome, Italy and a Master of Arts in Spirituality from St. Thomas Aquinas Pontifical University in Rome.

Early in his career, Allen worked for the Archdiocese of Santa Fe as a Parish Life Coordinator for a year and then as the Director of Renew, a three year program that encouraged parishioners to read scripture, share faith and take action to live the mission of social justice through volunteerism. In 1999, he was given the opportunity to be the trainer and motivational speaker for the western region with Renew International.

Since 2003, Allen has worked with the Catholic Bishops to advance important legislation to help New Mexicans. Highlights of his work with the Bishops included work to establish a minimum wage for all New Mexicans, banning cock-fighting in New Mexico, regulation of payday lending, reform of the scholarship lottery, funding pre-K, funding the housing trust fund and repeal of the food tax. As an entrepreneur and businessman, Allen founded Jersey Gold, an all-Natural Dairy and Processing Plant located in Belen, New Mexico. Mr. Sánchez is married and has two children. He is bilingual, has studied five languages, and is familiar with all counties in New Mexico. He knows and respects the multiple cultures and traditions of New Mexico. Allen views the mission of St. Joseph Community Health as an opportunity to bring the Gospel of Jesus to others through a humble service to others.



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Manny Sanchez

Early Learning Subcommittee Member
President's Advisory Commission on Educational Excellence for Hispanics



Manny Sanchez is the founder and managing partner of Sanchez Daniels & Hoffman LLP, a civil litigation law firm in Chicago. From 1981 to 1987, Sanchez was a capital partner at Hinshaw, Culbertson, Moelmann, Hoban & Fuller. He sits on the boards of Northern Illinois University, the Boys and Girls Club of Chicago, the Children's Memorial Hospital, and Hispanocare, among others. Sanchez was a founding member of the Mexican American Lawyers Association and the Latin American Bar Association. He holds a B.A. from Northern Illinois University and a J.D. from the University of Pennsylvania Law School.

Jeff Schoenberg

Advisor, The J.B. and M.K. Pritzker Family Foundation



Jeff Schoenberg is advisor to The J.B. and M.K. Pritzker Family Foundation, a Chicago-based philanthropy. The Foundation is a private family foundation deeply committed to the pursuit of social justice and to shaping innovative and effective strategies for solving society's most challenging problems. Mr. Schoenberg principally advises members of the Pritzker family on grant making for The Children's Initiative, a national project of the J.B. and M.K. Pritzker Family Foundation which seeks to enhance the early learning capabilities of infants and toddlers, with a special focus on at-risk children.

Among the initiatives supported by The Children's Initiative are the Pritzker Consortium on Early Childhood Development, a research collaborative led by Nobel Laureate economist James Heckman of the University of Chicago; the Ounce of Prevention Fund, one of the nation's leading providers of programs, research and policy focused on helping at-risk infants and toddlers and their families; and the First Five Years Fund, a national early childhood advocacy project. He is a member of the board of Educare of Washington, D.C., an early childhood school serving disadvantaged infants and toddlers that is part of the nationally recognized Educare Learning Network.

As part of his philanthropic portfolio for the Pritzker family, Mr. Schoenberg conceived the award-winning Cambodia Tribunal Monitor web site, considered the primary source for information on the historic international genocide trial of senior Khmer Rouge leaders. The site, which includes extensive video footage of court proceedings and commentary, was developed by a consortium of academic, philanthropic and non-profit organizations committed to providing public access to the tribunal and ensuring open discussions throughout the judicial process.

Until January 2013, Mr. Schoenberg also served as an assistant majority leader in the Illinois State Senate, representing communities in Chicago's north suburban Ninth District. He recently concluded a 22-year career as one of Illinois's leading children's advocates and reform voices in the state legislature to focus exclusively on his expanded role advising the Pritzker philanthropy.



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Sergio Urzúa

Assistant Professor in Economics, University of Maryland



Sergio Urzua. Assistant Professor in Economics at the University of Maryland, NBER Research Faculty, IZA Research Fellow. PhD in Economics, University of Chicago. He has been consultant for the World Bank, Inter American Development Bank, and between 2010 and 2011 he was the head of labor and education affairs at the Ministry of Finance of Chile.

His research agenda can be organized into two inter-connected areas. His first line of research deals with the importance of skills on schooling attainment, labor market outcomes, schooling choices and risky behavior. This research also links to new literature investigating the role of early socio-emotional abilities (or non-cognitive skills) as a driving force behind the observed differences in individuals' social behavior (e.g, bullying) and health outcomes. He has also applied these techniques to the analysis of gender and race differential in labor market outcomes. Recently, he has extended these empirical models to intergenerational frameworks connecting parent and children's cognitive and socio-emotional capabilities. His research has also highlights the economic consequences of early education program, particularly those targeted at vulnerable children in developing countries.

The second line of research deals with the theoretical consequences of applying standard econometric techniques to economic models where agents are heterogeneous in dimensions unobserved by the researcher (unobserved heterogeneity). His research in this area has contributed to the literature by showing how, under simple economic environments; researchers might fail to identify what would be needed to answer well-posed economic questions. It has also informed of the importance of accounting for these unobserved factors in the context of developing countries, particularly on issue such as income inequality, gender gaps, and access to public services (e.g., child-care centers).

Major General D. Allen Youngman, US Army (Retired)

Executive Advisory Council Mission Readiness – Military Leaders for Kids



Major General D. Allen Youngman serves on the Executive Advisory Council of MISSION: READINESS - MILITARY LEADERS FOR KIDS, the nonprofit, nonpartisan national security organization led by hundreds of retired generals and admirals who are calling for smart investments in America's children.

General Youngman is a Senior Consultant with the American Development Group. In this capacity, he advises defense companies and policymakers on security issues. He is a recognized expert in the fields of national security operations, force structure, military policy and training of U.S. armed forces. He is also Executive Director of The Defense Small Arms Advisory Council (DSAAC).

General Youngman retired in 2003 after more than 34 years of service in all three components of the U.S. Army, active duty, National Guard and Reserve. In his final post, he served as the 50th Adjutant General of the Commonwealth of Kentucky where he was responsible for the command, training and readiness of the Kentucky National Guard.

General Youngman entered the Army in 1970 after earning a commission through Infantry Officer Candidate School, where he served with the 8th Special Forces Group and with the Military Assistance Command, Vietnam. He then served in the 101st Airborne Division (Air Assault) before transferring to the Army Reserve and attending the University of Kentucky. Subsequent commands and assignments include tours with intelligence, cavalry and armor units in the Reserve and National Guard. In 1997, he was appointed to the National Defense Panel as a representative of the Reserve components and then served in the Office of the Assistants to the Chairman, Joint Chiefs of Staff, for National Guard and Reserve Matters. Before being appointed as Adjutant General, he was the Special Assistant to the Commanding General, U.S. Army Armor Center, Fort Knox, Kentucky.



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Key Points

National Summit on Hispanic Early Learning-Miami Dade College

The goal of the summit was to bring together key stakeholders from across the nation in an open dialogue on how to raise awareness of and amplify the need for high-quality early learning programs for Hispanics. The day-long summit highlighted research that argues for increased access to quality programs, data that shows the benefit of investments in early learning, the President's FY14 Preschool for All proposal, as well as encouraged private and philanthropic sectors to collaborate for increased investments in quality early learning for Hispanic children. The panels and networking sessions provided a platform for educators, policy makers, researchers, practitioners and local and state leadership to connect and learn about one another's efforts for improving and encouraging high-quality early education for Hispanic children as well as new ways to educate Hispanic parents.

Highlights from the welcoming remarks of Dr. Eduardo Padron, Chair, Commission

- Focusing on the benefits of early education for Hispanics
- 40% of Hispanic children are not reading adequately when they enter 3rd grade
- 25% of Hispanics will not graduate high school
- Less than half of Hispanic children are enrolled in early learning programs
- Hispanics show higher academic gains (when compared to other ethnic groups) if they have had an early education
- ESL students benefit from early education because of more exposure to the English language
- Research shows that children who have valuable early learning experiences are 50% more likely to graduate from high school and more than twice as likely to go to college
- Children who attend early education programs are more likely to avoid risky behaviours such as drug and alcohol use
- Hispanics from early learning programs increased test scores by 54% and showed kindergarten readiness

"We understand more now than ever, that in order for this nation to reach its Hispanic academic achievement goals, we are going to have to invest more energy and resources in the roots of every child's educational journey." - Dr. Eduardo Padrón

Highlights from the opening remarks of Martha Kanter, Under Secretary, U.S. Department of Education

- President has proposed a \$75 billion investment in early education (funded by a raise in tobacco tax)
- Education has to be intergenerational: educating both parents and children
- 47% of adult Americans cannot read *or* write at the high school level
- We need parents that are more educated; making sure that families have a strong education foundation
- 1 quarter of students in public schools are Hispanic
- 20% of Hispanic children from 3 to 5 year olds are enrolled in preschool programs
- By age 2, Hispanic children are less likely than their non-Hispanic peers to demonstrate expressive vocabulary skills and lower scores in math and language
- We need to focus on teacher preparations, adequate curriculum, and parental engagement—one whole holistic view
- The United States is 28th in enrollment for 4 year-olds in early learning and 25th in early learning funding

"We need an integrated pipeline approach, where we have to get into the information age, the 21st century, and multitask. We are just leaving too many kids behind. Period." – Martha Kanter



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Professor James Heckman: The Heckman Equation

Professor James Heckman, a Nobel Prize winning Economist from the University of Chicago, recently introduced his analysis of the return on investment (ROI) of early childhood education, claiming that investments in human development are potentially the most beneficial with returns of nearly 7 to 1. Although Professor Heckman was unable to attend the National Summit on Hispanic Early Learning, he published a video for the conference in order to share more on the impact of early investments within the Hispanic community.

Professor Heckman opened by acknowledging the population growth among the Latino community and highlighted Hispanics as an integral part of the future economy. He claimed that developing skills and abilities is the most effective way to both integrate Hispanics and overcome social and economic inequalities.

After comparing achievement scores between 18-yr olds and 3-yr olds, Heckman found that achievement gaps occur before most children enter school, which led him to investigate the influence of ability on achievement. He further explained that family environment plays a large role in shaping an individual's abilities, and more importantly that disadvantaged households have negative influences on social and cognitive development. Unfortunately, the most disadvantaged family households, those headed by single mothers, are the fastest growing in the United States. Referencing one study conducted by Betty Hart and Todd Risley from the University of Kansas, Heckman stated that, at age 3, children of welfare mothers were only knowledgeable of 500 words, whereas children from affluent homes, where parents held professional degrees, had a vocabulary reaching nearly 1,100 words.

Early learning programs are effective interventions that can supplement family life and give support for rich parenting in disadvantaged families. Although some studies have not shown early learning programs to have long-term effects on IQ, they increase achievement scores over several years. Further, and more importantly, early intervention programs increase motivation and engagement among young children—by providing more interactive environments, students are more receptive to learning.

Another significant finding is that skills developed as a result of early childhood programs and parenting programs typically enhance one another. Social and emotional skills help produce cognitive skills by producing more engaged children, and cognitive skills, later in life, play an influential role in shaping healthy behaviors. Heckman concluded his message by echoing the importance of early intervention, claiming that delayed remediation is often costly and ineffective when compared with early investments.

For more information, go to HeckmanEquation.org

Heckman's summit video can be found at
<http://heckmanequation.org/content/resource/national-summit-hispanic-early-learning-2013>



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What works: Evidence-Based Programs and Practices

Moderator: Modesto Abety-Gutierrez, Early Learning Subcommittee Vice-Chair, Commission

Panelists:

- W. Steven Barnett, Board of Governors Professor of Education and Director of the National Institute for Early Education Research (NIEER), Rutgers University
- Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education
- Donald J. Hernandez, Professor of Sociology, Hunter College, City of New York
- Sergio Urzúa, Assistant Professor, Department of Economics, University of Maryland

Purpose: Panelists discussed the importance of dual language instruction, especially in early learning, highlighting the pivotal role that bilingual teachers have on the successful education of young children. The panelists emphasized the critical importance of investing in early education and introduced the cost-benefit analysis of investing up front in order to maximize returns later in life. Home visiting programs, which provide information and support to at-risk families on a voluntary basis, are an effective way to help young families gain the skills they need to succeed as parents. Finally, the panel discussed the President's new Preschool for All Proposal.

- 23% of children in the US are Hispanics; 99% of Hispanic children are US citizens
- More than one quarter of all US children under age 6 have a parent who speaks a language other than English
- DLLs, from ages of birth to five, have been the fastest growing population in two decades
- Among any racial or ethnic group in the U.S., Latino children have the lowest preschool attendance rate
- When Latino children enter kindergarten, they are nearly six months behind their peers
- RTT-ELC grants are available for all states but some states have still not applied
- 67% of Hispanic children live below the 200% poverty line (attained from family income)
- 2/3 white parents read to their children starting at 6 months of age
- 28% of Latino households read to children starting at 6 months
- 15% of Latino parents never read to their children at home
- 15% of Hispanic parents do not read to their children every night





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5 Reasons Hispanics are under-enrolled in early learning programs (W. Steven Barnett):

- *High quality private preschool is expensive /unaffordable*
- *Many Latinos lack appropriate transportation*
- *Many early learning programs are only part-day and do not match traditional work schedules*
- *There is inadequate outreach, especially in the Spanish language*
- *There are very few dual language programs available*

5 Myths about dual language programs (Donald J. Hernandez):

- *Learning two languages in early childhood will delay acquisition of the English Language*
- *Total English immersion from Pre-K to third grade is the best way for DLLs to learn English*
- *Schools should teach ONLY English because they cannot provide instruction for all DLL languages*
- *Spanish speaking Hispanics show social and academic delays as they enter kindergarten*
- *Native English speakers will exhibit academic and language delays in Dual language programs*

Key Quotes

"And while we don't know enough to say everything about what works and what doesn't work, we do know that there are some things that, if you do them, they do work. And the reason that we don't do them is not because we don't know how to do them, but because we don't have the public will to commit the resources to do those things." –W. Steven Barnett

Q&A:

Q: [open] How can we begin to look at this (the President's Preschool for All Proposal) as a united issue and not as a red and blue divided issue?

A: [Libby Doggett] I think the business community is going to be critical in this. The Hispanic business chamber is very strong. We have to hear more business voices and we have to hear more Hispanic voices. There has been a tendency for members of Congress to say we don't want to get out front. But if we don't have the African American caucus, the Hispanic caucus, and the women's caucus, we're not going to get there. And then those of you that are in red states or red districts have got to take that data and show our elected officials the cost savings. I haven't seen many Republicans standing up; we need many more of them to do so.

Q: [open] Before we start talking about preschool, how can we get parents read to children every night? Because we know it increases vocabulary and actually improves school performance out to 3rd grade?

A: [Libby Doggett]: With home visiting campaigns. It's providing a coach and mentor for families, and I think in every state needs to be the entry point. Every family needs the opportunity to have a mentor and a coach--somebody who helps get those books, helps them learn to read, or at least tell stories and look at those picture with their young children. Everybody can read pictures. Get families linked up with health care systems and other needed services. I think that is critical to our future. We have great programs and we know there is good research behind that. Home visiting is the first step; high quality early child care and pre-K are the second step.

Q: It sounds like, in this bill, you are actually going to build in some mandates for coaching and maybe for teacher prep and some family engagement. Latinos are going to fly to the sky with family engagement. Have you got solutions in the bill that is going to make it mandated?

A: [W Steven Barnett]: It is very clearly aligned (in the president's proposal) with the evidence of what works. It's not just money for enrolling kids in programs; you have to meet certain standards, and there is a big emphasis on process. Not just that you spent money on, but that you have the coaching, that you have these things that we know make a difference for what a child actually experiences.



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Preschool for All

As multiple studies have revealed, children who have rich early learning experiences are better prepared to thrive in school and in life. Unfortunately, fewer than 3 of 10 children in the United States are enrolled in high quality early learning programs. As a result, the President has proposed monumental investments through his *Preschool for All* plan, in which he aims to enable all American 4-year-olds with the opportunity to attend high quality programs. It also includes a new partnership with states that would provide high quality early learning for 4-year-olds from families within 200 percent of the poverty line.

The President's budget proposes \$1.3 billion in 2014 and \$75 billion over the next ten years to various early education programs. Funding, which would come from raising the tobacco tax, would be provided to states and distributed to local school districts to develop high-quality preschool programs. In order to ensure quality, programs nationwide would be held to higher standards of learning experiences, including guided exploration, art, storytelling, and more.

An additional \$750 million would provide for competitive grants to states in order to strengthen the early learning systems already in place. In addition, the Department of Education is working in partnership with the Department of Health and Human Services (HHS) to expand and improve services to younger children. In the past, the Department of Education has worked with HHS to unleash state-level innovation through a Race to the Top-Early Learning Challenge, which rewards states that raise the bar on quality and provide links with health, nutrition, mental health, and family supports.

"Every dollar we invest in high-quality early childhood education can save more than seven dollars later on, by boosting graduation rates, reducing teen pregnancy, even reducing violent crime. In states that make it a priority to educate our youngest children — like Georgia or Oklahoma — studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind. Let's give our kids that chance."

-President Obama



For more information, go to <http://www.ed.gov/early-learning>



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Investments in Early Learning: Foundation for Success

Moderator: Adrian Pedroza, Early Learning Subcommittee Member, Commission

Panelists:

- Arelis Diaz, Program Officer, Education & Learning, W.K. Kellogg Foundation
- Sandra Gutierrez, National Director, Abriendo Puertas/Families in Schools
- Gladys R. Montes, Vice President, United Way Center for Excellence in Early Education
- Richard Noriega, President & CEO, AVANCE
- Jeff Schoenberg, Advisor, J.B. & M.K. Pritzker Family Foundation

Purpose: Panelists continued discussing the importance of high-quality early learning while placing a large emphasis on family engagement. Among others, the panel reviewed the importance of training programs to adequately train directors, center workers and bilingual teachers. The panelists also touched upon the '3rd grade' phenomenon, which is an occurrence among Hispanic children who do not have adequate preschool education and consequently have fallen significantly behind in reading scores by 3rd and 4th grade.

- Talking with families/parents, asking what they need and want in their limited free time they may not have
- Transforming the way we think about education, and create a two-generation strategy with the entire family learning
- Instructing the families and then coach them to become leaders in their communities rather than having other leaders step in to initiate the process
- Shifting the paradigm with educators to ensure that there is an open line of communication and collaboration between schools and families

Key Quotes

"I love the conversation about quality, quality, quality and I think it's time that we stop making excuses about the cost of quality because we know that dollars we spend at the beginning are dollars we are going to save at the end."
—Gladys R. Montes

"As a thirty year veteran, I will tell you I know who is going to lead these armed forces, and who we've got to groom for tomorrow. The national security argument, human capital investment, for global competitiveness in a world economy I think those are the arguments that have to be at the forefront."
—Richard Noriega

Q&A

Q: I think it's really powerful to talk about our kids going into school with a plus and coming out with a negative. We have this amazing asset of the Spanish language. And then we talk about parent engagement, and the conversation around the nation is really in a negative lens. It's always deficit families, let's save these families, fix these families. What do you think needs to happen to change that discourse? How do we start changing that conversation nationally as well as in our own states?

A: [Gladys Montes] We might be experts in early childhood education but each of the families is an expert on their own child. And they bring so much information to our programs, and sometimes we develop and bring the programs to them rather than having them sit at the table and develop the programs together so we can really create something that is going to be an instrument that they can use. And they're going to really own. The lack of participation of parents most of the time is because they don't own the program that is presented to them. We do it in either the wrong language. We do it at the wrong time. We bring the wrong materials. Some of the things that we have are assuming that the parents know how to use what's in front of them, when in reality they might not know how to.



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Keynote Address

Roberto Rodriguez, Special Assistant to the President of Education, The White House Domestic Policy Council

- We have to make sure there are good jobs for families, we have to raise minimum wage, we have to sustain the middle class, and we need to begin this by providing an education
- Pell grants need to increase; strengthening community colleges
- 13% of the Hispanic community has attained a bachelor's degree despite growing numbers of Latinos enrolled
- 6% of professional degrees are awarded to Hispanics compared to 74% for whites
- Home visiting programs need to play a larger role
- The president has proposed \$15 billion over the next ten years to expand evidence based home visiting initiative

"For too many of our kids, the economic circumstances and their zip codes are dictating their opportunity moving forward, and we have to change that as a country, and that's what this agenda is all about." –Roberto Rodriguez





WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS
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Early Learning and Latinos: The Economic/Business and National Security Case

Moderator: Sylvia Acevedo, Early Learning Subcommittee Chair, Commission

Panelists:

- David Lawrence, Jr., President, The Early Childhood Initiative Foundation
- Carrie Ann Quintana, Vice President & Multicultural Marketing Manager, PNC Bank
- Diana Rauner, President, Ounce of Prevention Fund
- Major General D. Allen Youngman, U.S. Army (Retired), Executive Advisory Council, Mission Readiness – Military Leaders for Kids

Purpose: Panelists introduced other arguments as to why early education for Hispanics is imperative. Among others, they presented the issue as a national security crisis, highlighting the negative consequences of not adequately preparing students for the economy and workforce development. Panelists also discussed methods in which private and public sectors can provide resources and energy to ensure adequate high-quality early learning for Hispanics, reminding attendees of the various spheres of influence early education has on society as a whole.

- 75% of young Americans, ages 17-34, are unqualified or ineligible to join the military
- 22% of high school students do not graduate on time
- 29% of Hispanic students that graduate from high school do not meet the qualifications for the military
- Hispanics are twice as likely to join the military but many are not qualified
- The 1999 congressional decision of not offering universal pre-k has impacted not only families but also the military recruiting
- PNC bank offers grants and employee paid volunteers to schools and educators to help fight the struggle of providing early education
- PNC bank has a mobile planetarium that provides children a chance to see something that they otherwise would not have
- It costs approximately \$50,000 to incarcerate a criminal

Key Quotes

“Early children education is a national security priority issue” – Major General D. Allen Youngman

“The fundamental point is there is nothing more important, in all of our work, than a caring and knowledgeable parent. Nothing will replace that.” – Carrie Ann Quintana

“The lack of academic preparedness in our kids, our students, is more a threat to America than Al Qaeda” - Major General D. Allen Youngman

Q&A:

Q: [open] You mentioned the issue of Spanish illiteracy and the possibility of parents not only not understanding English but not being able to read in Spanish either. Maybe placing this type of issues on Univision, Telemundo or in *telenovelas* will help outreach to parents. I think there needs to be some conversation about that. There are so many ways to educate them. We talk so much about limited resources, and I see we keep pushing the same type of mediums when there is so much more that is accessible and can do so much.



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A: [Carrie Ann Quintana] It can't be translated. There has to be culturally relevant material. Just taking that brochure and flipping it to Spanish is not going to work. We've explored a lot of that. I've worked with a lot of folks whose Spanish is their second language and migrant family programs. They don't have a DVD player to play that DVD. They don't have internet access, so how do we bring the mobile learning adventure to them. We need to make sure we are reaching the right demographic. It's not your major newspaper or billboard that's going to do it. It has to be a community involvement.

[Sylvia Acevedo] I think also we need to be really clear about our messaging too. Yes we have to message the importance of early childhood education to a lot of our Latino parents but we can't forget to reframe the message to the voting population about the importance of making the investments in early childhood education. So we have different audiences, so we have to develop the messages. It can't be the same message for different audiences.





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Next steps

Public Policy Recommendations

Breakout discussion facilitated by Manny Sanchez, Early Learning Subcommittee Member, Commission

During this breakout session, attendees focused on two major points: the first reinforced the importance of having campaigns initiated by, and targeting, the Latino community which will inform the public of a need that is not being met. The second focuses on increasing awareness and creating a public demand. The public demand for early childhood education must be the supporting backbone for pushing this topic. This requires synthesizing information and resources, like those presented during the summit, and conducting outreach to communities that may not be familiar with what is available.

Lastly, in order to be consistent and hold one another accountable, a network should be created that allows advocates for early learning to evaluate progress and discuss the "next steps."

Private Sector Investment Recommendations

Breakout discussion facilitated by Nancy Navarro, Early Learning Subcommittee Member, Commission

This session provided attendees the opportunity to discuss public-private partnerships, specifically strategies for better engaging the private sector. Because there is no broad coalition with a specific request from private donors and organizations, the movement lacks tangible actions. But in order to secure investments, a stronger case needs to be developed through media. The branding, which needs to be remodeled, should consist of roughly five major talking points, each of which resonates with small business owners, large corporations, and chambers. These points should also be used to support campaign platforms and should include, among others, discussions of social viability, workforce development, demographic shift, economic benefit, criminal prevention, and national security. Each of these topics has strong ties with early childhood education and their relationships need to be highlighted as part of any argument for investing.

The private sector has a tendency to focus on the immediate ROI, which is why it is critical that a push for early childhood education include pilot programs. In order to secure investments, successful program models, supported with literature and research, need to be placed at the forefront of any funding request. The primary points should reiterate that intervening and investing earlier will offset costs in the long run.

Media Awareness Recommendations

Breakout discussion facilitated by Sylvia Acevedo, Early Learning Subcommittee Chair, Commission

The purpose of this session was to highlight the need for increased attention to this issue and garner support from stakeholders to provide additional investments in early childhood education and care for Hispanics. First, as Sylvia Acevedo pointed out in an earlier panel, the media strategy must be adapted for each targeted group. Parents, legislators, councilmembers, government officials, and investors each have differing perspectives on Hispanic Early Childhood Education; therefore, each approach should complement these differences. Second, in order to develop the public demand, media campaigns must do a better job of targeting the Hispanic community. In order to do so, the message needs to be presented in a way that accommodates cultural and language differences among the Hispanic population.

Approaches should also be tailored depending on cultural communication differences, evaluating and understanding the ways in which many Latinos interact. Materials cannot simply be translated from English to Spanish, and reading materials, in either Spanish or English, should not be the primary way of communicating with the Hispanic community. Other media outlets, from radio broadcasts to telenovelas, should be explored. There needs to be a compelling story that shows how the lack of early childhood opportunities in our country is a national crisis.



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Media Coverage

The following news and social media content reflects coverage of the National Summit on Hispanic Early Learning held in Miami, FL on Wednesday, September 18. Coverage of the Summit was gathered using both keywords and hashtags, such as #HispanicEd.

News Content

| Name | State | Date | Link |
|--------------------|-------|-------|---|
| Miami Dade College | FL | 09.16 | http://www.mdc.edu/main/news/articles/2013/09/09182013mdcto_host_white_house_national_.aspx |
| Advance | TX | 09.12 | http://www.avance.org/2013/09/ceo-to-speak-at-white-house-hispanic-early-learning-summit/ |
| El Nuevo Herald | FL | 9.18 | http://www.elnuevoherald.com/2013/09/18/1570094/pro-puesta-historica-de-inversion.html |
| El Nuevo Herald | FL | 9.19 | http://www.elnuevoherald.com/2013/09/18/1570469/cu-mbre-de-aprendizaje-temprano.html |
| KRWG | NM | 9.16 | http://krwg.org/post/nm-leaders-participate-national-summit-hispanic-early-learning |
| Miami Herald | FL | 9.18 | http://www.miamiherald.com/2013/09/18/3635281/natio-nal-leaders-meet-in-miami.html |
| Politico | NTL | 9.18 | http://www.politico.com/morningeducation/0913/mornin-geduction11671.html?hp=l6_b1 |
| Miami Herald | FL | 9.17 | http://www.miamiherald.com/2013/09/17/3633483/unite-d-ways-in-miami-and-latin.html |
| El Tiempo Latino | NTL | 8.30 | http://eltiempolatino.com/news/2013/aug/30/casa-blanca-impulsa-agenda-educativa/ |

Video coverage of the National Summit on Hispanic Early Learning can be found at:

<http://www.youtube.com/watch?v=RqnVneN4Q0Q>



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Twitter Content

@ZEROTOTHREE

#HispanicEd: "There is nothing more important than a caring and knowledgeable parent" - David Lawrence Jr.

#HispanicEd: "Bilingualism is one of the most important assets we can give our children in today's global economy" - Roberto Rodriguez

#HispanicEd: "It does not start when children go to college, nor when they drop out, it starts when they are born". - [@USMarthaKanter](#)

@kunmuth

[@shakira](#) If you are interested in Latino education issues, please follow my Latino Ed Beat blog!
<http://latinoedbeat.org> **#HispanicEd**

@TMNcorp

Media discussed how to get to the general market and the Spanish speaking parents.

Home Visiting first step to help parents says Libby Doggett **#HispanicEd**

Dual immersion bilingual model has no extra cost and is very successful says Steven Barnett [@HispanicEd](#)
#HispanicEd

Education is a civil right issue **#HispanicEd**

"Private sector round table discussed importance of rebranding the issue so everybody can understand"

Nancy Navarro [@hispanicEd](#) **#HispanicEd**

Media discussed how to get to the general market and the Spanish speaking parents. [@HispanicEd](#)
#HispanicEd

This is the beginning of an investment says Alejandra Ceja [@HispanicEd](#) **#HispanicEd**

Telenovelas and web novelas are very effective tools. [@HispanicEd](#) **#HispanicEd**

Materials have to be cultural relevant. [@HispanicEd](#) **#HispanicEd**

Check <http://ounceofprevention.org> . [@HispanicEd](#) **#HispanicEd**

It's about changing the priorities says David Lawrence. Marketing and outreach critical. [@HispanicEd](#)
#HispanicEd

PNC creating tools and using volunteers to help reduce the gap [@HispanicEd](#) **#HispanicEd**

Build strong middle class by providing great education to future generation says Roberto Rodriguez
[@HispanicEd](#) **#HispanicEd**

Dual immersion bilingual model has no extra cost and is very successful says Steven Barnett
#HispanicEd **#ELLCHAT** **#langchat**

Look at other social intervention models says Jeff Schoenberg [@HispanicEd](#) **#HispanicEd**

Home Visiting first step to help parents says Libby Doggett

@LtotheT

"If this problem was in the Dept of Defense we wouldn't be asking how much does it cost, instead how to get it done"-D Rauner **#HispanicEd**

@KarenNemethEdM

#HispanicEd Rodriguez says we need evidence based curriculum for **#preK** that is culturally and linguistically appropriate to meet hi quality

Dr. Heckman says getting more Hispanics to college leads to better outcomes for their future children!

#HispanicEd [@heckmanequation](#) **#earlyed**

#HispanicEd Try my favorite advocacy video from [@theOunce](#)

[http://m.youtube.com/watch?v=GbSp88PBe9E&desktop_uri=%2Fwatch%3Fv%3DGbSp88PBe9E ...](http://m.youtube.com/watch?v=GbSp88PBe9E&desktop_uri=%2Fwatch%3Fv%3DGbSp88PBe9E...)

Change the 1st 5 Yrs and you change everything! **#earlyed**

@nancy_navarro



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Only 20% of Hispanic three- to five-year olds were enrolled in full-day preschool in 2010 [#HispanicEd](#)
[@HispanicEd](#)

[@shakira](#)

Important conversations in Miami today on the imp. of investing in our children through quality earling learning. [#HispanicED](#) Shak

Participation in quality early learning prog. provides children from all backgrounds w/ a strong foundation for school success [#HispanicEd](#)

[@PEOPLE4theKids](#)

"States need a bold investment, similar to what we are doing in New Mexico", Adrian Pedroza.

[#HispanicEd](#) [#nmleg](#) pic.twitter.com/bL4kkoil5e

"If we don't start today, it's another day we are behind," Dr. Sergio Urzúa [#HispanicEd](#)

pic.twitter.com/BaRnd62kHf

[@albert_wat](#)

So important to let parents of young dual language learners know that it's very helpful to read to kids in home language. [#HispanicED](#) [#ece](#)

[@heckmanequation](#)

MT [@KarenNemethEdM](#): [#HispanicEd](#) Love Dr. Heckman saying support for social/emotional skills important, also build academic success! [#Earlyed](#)

[@mhgriego](#)

Greetings from Dr. Heckman and a panel of scholars and researchers discussing what works

[#HispanicEd](#) [@HispanicEd](#)

[@CrisisDigest](#)

National leaders meet in **Miami** to discuss early education for Hispanics: The National **Summit** on **Hispanic** Early... <http://goo.gl/FWbd0m>

[@PairsonnalitesE](#)

[#hispanic](#) : United Way in **Miami** and Latin America announce early education ...On the eve of a White House **summit** on... <http://goo.gl/fb/1cGtL>

[@MDCNCEntec](#)

Miami Dade College to Host White House National **Summit** on **Hispanic** Early Learning Sept. 18

[@ABC_PolicyLA](#)

This morning we are in **Miami** attending the National **Summit** on **Hispanic** Early Learning! [#HispanicEd](#)

pic.twitter.com/0Z8WnvOffm

[@theOUnce](#)

RT [@ZEROTOTHREE](#): [#HispanicEd](#): "Start early to unlock each child's potential in school and life." - Diana Rauner, [@theOunce](#) [#Rally4Babies](#)



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Participating Organizations

- Acelero
- Advantage Business Consulting
- ALAS Foundation
- Alliance for a Better Community (ABC)
- Alliance for Early Care & Education, Inc.
- Austin Independent School District
- BabyFirst Americas
- Center for Interactive Learning
- CentroNia
- CEO Course Crafters Inc,
- Community Liaison Child Care Regulation
- Council for a Strong America
- Discovery Latin America/US Hispanic
- Early Edge California
- Early Educators United
- Early Learning Coalition
- Education Commission of the States
- Frank Porter Graham Child Development Institute (UNC)
- Helios Education Foundation
- Hispanic Information and Telecommunications Network
- Hispanic Unity
- Houghton Mifflin Harcourt
- Inspire Development Centers
- JP Morgan Chase
- Kidco Childcare Center
- LA UP
- Language Castle
- Latin2Latin Marketing and Communications
- Latino Childcare Association
- Latino Policy Forum
- Maryland State Dept of Education
- McCune Charitable Foundation
- MDC Interamerican Campus
- Miami Children's Initiative
- Miami Dade College
- Miami-Dade School Board
- Montgomery County Public Schools
- Montgomery County DHHS
- National Council of La Raza
- National Governors Association
- National Migrant and Seasonal Head Start Association
- Next Generation
- NM State House of Representatives
- NM State Senate
- Nova Southeastern University
- Office of Early Learning - State of Florida
- Partnership for Community Action
- PBS Kids
- Pearson
- Red Bank School District, NJ
- Scholastic Inc.
- Sesame Workshop
- Take Stock in Children
- Target
- The Miami Foundation
- The Parent-Child Home Program
- Thornburg Foundation
- TTAS/ Western Kentucky University
- UC Santa Barbara
- Understanding Teaching Quality Center
- United Way of Central New Mexico
- University of Texas - Brownsville
- University of Texas - Southwestern Medical Center
- Univision
- UNM Center for Education Policy Research
- Zero to Three
- ABC Community School Partnership

RESOURCES

Abriendo Puertas

<http://www.familiesinschools.org/abriendo-puertas-opening-doors>

Avance

<http://www.avance.org>

National Institute for Early Education Research (NIEER)

<http://nieer.org>

Miami Dade College

<http://www.mdc.edu>

Mission Readiness

<http://www.missionreadiness.org>

Ounce of Prevention Fund

<http://www.ounceofprevention.org>

PNC – Grow Up Great

<http://www.pncgrowupgreat.com>

St. Joseph Community Health

<http://www.stjosephnm.org>

The Early Childhood Initiative Foundation

<http://www.teachmorelovemore.org>

The Pritzker Traubert Family Foundation

<http://www.ptffoundation.org>

United Way of Miami Dade

<http://www.unitedwaymiami.org>

<http://www.unitedwaycfe.org/>

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

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

<http://www2.ed.gov/about/offices/list/oese/oel/index.html>

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

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

White House Initiative on Educational Excellence for Hispanics

<http://www2.ed.gov/about/inits/list/hispanic-initiative/index.html>

White House (Early Learning)

<http://www.whitehouse.gov/issues/education/early-childhood>

W.K. Kellogg Foundation

<http://www.wkkf.org>

These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in the non-federal web pages above, do not necessarily reflect the positions or policies of the U.S. Department of Education, the White House, White House Initiative on Educational Excellence for Hispanics or President's Advisory Commission on Educational Excellence for Hispanics. The inclusion of resources should not be construed or interpreted as an endorsement by the U.S. Department of Education or the White House Initiative on Education Excellence for Hispanics of any private organization or business listed herein.



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PRITZKER CHILDREN'S INITIATIVE

