WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS EARLY LEARNING AND HISPANIC CHILDREN WEBINAR
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Early Learning and Hispanic Children
White House Initiative on Educational Excellence for Hispanics

Preschool for All
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Conditions for Hispanic Children

- Hispanic children represent the fastest growing segment of the U.S. young child population under the age of five.

- Less than half of Hispanic children are enrolled in any early learning program.

- By age 2, Hispanic children are less likely than their non-Hispanic peers to demonstrate expressive vocabulary skills.

- Preschool-aged Hispanic children also exhibit lower average scores in language and mathematics knowledge than their non-Hispanic peers.
What’s At Stake?

- School failure

- Additional costs
  - Special education, remedial services, mental health care, and juvenile justice programs

- Diminished potential to form strong social/family relationships

- Long-term costs
  - Social dependency, increased disparities, sub-optimal productivity, and sub-optimal health
A Continuum of services from birth to age 5

- Home Visiting
- EHS-CC Partnerships
- Prekindergarten
Home Visiting (HHS)

- $15 billion mandatory funding over 10 years

- Extend and expand current home visiting services to families administered by the states beginning in FY 2015.

- Evidence-based home visiting programs demonstrate
  ▫ improved maternal and child health in the early years
  ▫ long-lasting, positive impacts on parental skills
  ▫ enhanced children’s cognitive, language, and social-emotional development and school readiness
Early Head Start - Child Care Partnerships (HHS)

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

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

• $750 million

• Build state capacity for implementing high-quality preschool programs

• Expand model programs at the local level

• Competitive grants

• 8-15 awards
Please see our websites for additional information:

http://www.acf.hhs.gov/programs/ecd

http://www.ed.gov/early-learning
Abriendo Puertas/Opening Doors

The nation’s first evidence-based, comprehensive training program created by and for Latino parents with children ages 0-5
Parents – as leaders of their family – are powerful agents of change

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

Parent Engagement Is Pivotal
“When schools use effective family engagement practices, students are 10 times more likely to improve their math performance and 4 times more likely to improve their reading performance.”
— Bryk, Sebring, Allensworth, Luppescu, & Easton (2010)
Overview Abriendo Puertas

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

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

- Participants in Abriendo Puertas/Opening Doors made significant gains across all areas of assessment, with moderate to large effects. Participation was associated with parents’ increased knowledge in language and literacy development, social-emotional development, health development, and school preparation. Parents also displayed significant gains in their knowledge about their rights as parents, and their children’s rights in school.

- Similarly, AP is currently participating in a randomized control trial (RTC) with Child Trends to understand better the impacts of the program. Findings will be released in early 2014.
Two-Generational Approach

• Begins first with parents and provides opportunities to meet the needs of parents and their children together.

• AP supports the role and responsibility of parents as their child’s first and most important teacher and the home as the child’s first and most influential school.

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

– Liz Ochoa, Parent

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

César Chávez