

Hispanic Education.

looking to identify potential partnerships.

- (JP) * yesterday's mtg - the NY college board - AP courses pushing the # of Black & Non-white kids taking more AP classes. College board - Non-profit mission to provide access to Non-whites & they administer SAT. focus more on college access. pushing toward course pathways - they for college. want to make sure everything is available to students. this would go toward college completion which works w/ access. Gaston Caperton (JB knows him well).
- * for parents & kids procure Deliverable that is translated in Spanish. gear up will give this brochure to parents & kids. & get organizations to distribute this brochure on financial aid & ways to get access to college. Gear up - the students who have made it through the gear up program this brochure is distributed to them at a ceremony on the last day a financial aid resource guide written by dept. of education on financial aid. Dana Phillips worked w/ Gear up. & put this guide together. Phillips is @ the dept. of education.
- ~~can we get~~ can we get Dept. of Ed to fund the translation & printing of the financial aid guide. it will cost to print & assemble this guide.
- ~~Texas guaranteed student loan.~~
- * Next week organize an interagency mtg to challenge each agency to come up w/ a deliverable that is matched to those goals.
- * get businesses to set up. Internship programs for high school people associations of manufactures NAM, NAB, US chamber of commerce, Business outreach.
- professional organizations to establish student chapters @ colleges. if we do this.
- goal for JB. Private sector Deliverable/commitment would be internships. Commitment.
- foundation piece - consortium of businesses coming together

to commit to implement programs. we would want a ~~10~~ 10 grants it would be a ten yr. commitment. what is best practice & what can be turned into a deliverable.

- the financial aid guide would be either a govt. deliverable or a partnership deliverable.
- govt. financial aid transition partnership for distribution

* State/local -

* CBO - College board who can hit achievement as well.

* Report on HHI's is a deliverable from the govt. making financial aid more accessible.

1) Citizenship - clear guidelines for hispanic kids on financial aid for hispanics.

~~scholarships for college~~

Scholarships for college - science/technology & engineering.

College completion grant. - 7 beef up.

for each goal, what should we take to businesses owners & organizations that we say this is what we should implement to reach our goal.

- internships.

- Layp Program - businesses targeted recruiting anyone w/ money who can support these programs. how can we get colleges to commit to support program.
- list of commitments & partners.

High school mentoring piece, teacher training piece. Teacher recruitment - teacher america. College graduates & puts them into poverty based schools. something around connecting work in high schools talking about training & recruitment. More support for college counselors in high schools.

Drop out recovery programs.

High schools that work - restructuring high school

Commitments

Marcia Scott's Ideas

- (1) What big deliverable/announcement/White House Action are we offering to the potential partners?
 - (2) Figure out what the Administration has done in this area:
 - Over the last year since the First Lady's convening?
 - Over the last 7 years?
 - (3) Suggested having an interagency meeting
-

Early Childhood Development:

- * highlight employer with employment policies that facilitates parental involvement in child's school
- * work with America's Promise - they have 3 Hispanic orgs. (or something like that - but I think we should contact them for potential partnerships to highlight and maybe they can pin-point areas where partnerships are needed)
- *get private partners to pay for snacks or gift certificates to entice Hispanic parents to attend meetings aimed at improving their children's education
- *Sears apparently has a great partnership to teach its employees English - perhaps to highlight or expand on that concept into other labor-management partnerships; we were given Suzanna Gomez as a contact at AFL-CIO
- *Intergenerational language tutoring - one of the participants mentioned that when she was in elementary school, 4th and 5th graders tutored the elderly community members in English - the students' English skills improved through the tutoring, as well
- *Western Union and GTE have a family literacy partnership
- * Readers' Digest is involved in several family literacy partnerships
- *the Publishers Assn. is launching a "Get Caught Reading" campaign
- *Department of Ed has a toolkit/video aimed at increasing parental involvement titled "Vamos Juntos A La Escuela"
- * Proctor & Gamble has pledged \$50,000 to produce (in partnership with ZGS and Dept. of Ed) parental involvement kit

Other disjointed notes re: potential resources for partnerships:

- * the "Care Consortium" delivers programs for the migrant community
- * USDA's WIC program serves many in the Hispanic community
- * the Hispanic community is very involved/active in the Military and there's a community affairs office (I didn't get the technical name for it) on every base

Contacts with ideas for potential partners:

Dolores Comez, Associate Director of Educational Services, the Council for Opportunity in Education

(suggested the snacks/gift certificates idea)

202-347-7430

dgomez@hqcoe.org

Alma Morales Riojas, Vice Chairperson, Hispanic Education Foundation

(had lots of suggestions - brought up Sears)

703-241-0835

Almariojas@yahoo.com

Deb Santiago

Department of Ed

(Sarita's Group)

401-7479

Notes:

Jackie has contacted Pat Montoya at HHS, they directed us to memo she sent to Ann O. Ann sent it to Irma and Jackie. It pinpoints existing partnerships. Pat's office will forward suggestions on potential partnerships.

Jackie needs to contact Naomi Karp at the Department of Education for the names of groups involved in childcare/development - those groups could give us names of great providers, great partnerships, and great ideas for potential partnerships

College Completion Goal *JB*

Access to Financial Aid is problem b/c of citizenship concern

MODEL: TX Guarantee Student Loan Corporation

Has brought partners together to fund and implement

Expand CAMP program model:

Strategies that work: targeted recruiting

Works with the Hispanic / migrant families to prepare them to have college kid

Addresses students' academic deficits and social needs

Provides stipends to students

- Dept. of Ed. Provides waivers to institutions to allow migrant students in state tuition

Ideas:

Ask universities / colleges to

- hire Dean of Students for Latino affairs/multicultural affairs, or *→ being done*
- open office of multiculturalism - *being done*
- academic support groups for students -

MODEL: Uri Treisman at U.T. - calculus support group - *if we highlight best practices*

IDEA: get a foundation to help/support financially universities create

Ask professional organizations to establish student chapters at universities/ colleges

Lightspan

Haku has great internship program *Hispanic associations of colleges & universities.*

Latino Leadership Development Initiative (in IOWA)

Retention programs

Dept. of Ed Report HSIs and Latins in Higher Education to be released -

Dept. of Ed. "What Works for Latino Youth" - second edition to be released *→ closing the achievement gap. or a main session deliverable.*

Partnership Programs Addressing the Educational Needs of Hispanic Americans

Stephanie Scales & Jerry Grantham

Big Brothers/Big Sisters of Greater Nashua, Inc. (Attachment #1)

33 Main Street, Suite 203

Nashua, NH 03060-2776

603-883-4851

The Big Brothers/Big Sisters of Greater Nashua implemented a Hispanic mentoring program in 1998 to address the lack of service provided to Hispanic youth.

Ms. Elaine Hackney

The Big Picture Company (Attachment #2)

275-B Westminster Street, Suite 500

Providence, RI 02903

401-456-0600

The Big Picture Company is a non-profit organization that has over 300 business and community-based organizations participating in the mentoring program. The Hispanic community represents 15.5% of Providence's population.

John Polsinelli, Principal

DeLand Middle School (Attachment #3)

1400 S. Aquarius Avenue

DeLand, FL 32724

904-822-6580

The "Getting It All Together" project's mission is to increase parent involvement in the Hispanic community which will have a positive impact on increasing student attendance and academic success.

Christine Smith

Denver Public Schools (Attachment #4)

Community Partnerships

900 Grant Street

Denver, CO 80203

303-764-3580

The Colorado Homework Hotline program provides an anonymous tutorial assistance service that specifically supports the needs of bilingual students.

Aliette Schaar, Principal

Foreign Language Academy (Attachment #5)

Orange County, FL

scharra@ocps.k12.fl.us

The school has a 25% Hispanic population. Implemented a language program as a result of a year long study of bilingual programs, second language learning, brain research, and best practices in literacy. President Clinton visited the school in 1998.

Partnership Programs Addressing the Educational Needs of Hispanic Americans

Ms. Renette Oklewicz
Freddie Mac Foundation (Attachment #6)
703-918-5531

The Freddie Mac Foundation provides funding for the Latin American Youth Center, a non-profit organization serving Latino Youth in the District of Columbia.

William E. Brock, former U.S. Secretary of Labor
Chairman, **Intellectual Development Systems, Inc.** (Attachment #7)
49 Old Solomons Island Road, Suite 206
Annapolis, MD 21401
410-571-9663
bbrock@bridgeslearning.com

The Bridges program assesses the intellectual abilities and perceptual skills of students and then provides individualized intellectual and physical exercises that strengthen pathways in the brain, enabling the student to become a better learner and a better citizen. The National Council of La Raza has implemented the Bridges program at the Raul Yzaguirre School for Success, Houston, TX. The Palo Verde School in Arizona, which has a 45% Hispanic population, has had excellent results with the program. The Bridges program has proven results in closing the achievement gap and decreasing the dropout rate.

Audrey Epperson & Charelene McLeod
The Greater Washington Urban League (Attachment #8)
6017 Chillum Place NE
Washington, DC 20011
202-291-1230

The Urban League is on the front line of bridging the Digital Divide, working with corporate partners AT&T and Microsoft, as well as the Mayor's Office on Latino Affairs to train and place disadvantaged DC Latinos in unsubsidized employment.

Patricia Briones
Lansing School District (Attachment #9)
519 W. Kalamazoo Street
Lansing, MI 48933
517-325-6478

The Lansing School District has an Hispanic Student Leadership Academy which develops the leadership skills of Hispanic high school students to enable them to impact the quality of service and program to them.

Partnership Programs Addressing the Educational Needs of Hispanic Americans

Susan Weinberger, President
Mentoring Consulting Group
Norwalk, CT
SGWeinbrgr@aol.com

Dr. Weinberger is a leader in mentoring initiatives, especially in assisting Hispanic youth. She was the coordinator of Bilingual Education for Hispanic students with the Norwalk Public Schools. Spanish is her second language.

Yvonne Petersen
Miami-Dade County Public Schools (Attachment #10)
Miami, FL
305-995-1215

The Oyentes program is co-sponsored by the Mental Health Association of Dade County. It is an in-school mentoring program for Hispanic students that matches a student with a trained volunteer. It is one of the most successful school volunteer programs which provides service to Hispanic students by Hispanic community members.

Willliam Cirone, Superintendent
Santa Barbara County Education Office (Attachment #11)
4400 Cathedral Oaks Road
Post Office Box 6307
Santa Barbara, CA 93160-6307
805-964-4711
bcirone@sbceo.org

The Santa Barbara County Education Office has two programs, "Computers for Families" and "The Beyond Tolerance Education Center," which focus on increasing education opportunities and reducing the Digital Divide for Hispanic students.

John Wright, Principal
Stonewall Jackson Middle School (Attachment #12)
Orlando, FL
407-249-6430
wrightj2@ocps.k12.fl.us

Stonewall Jackson Middle School has a 55% hispanic population. The school is the largest bilingual center middle school in the district.

Pearl Garza Fracchia
Southwestern Bell
308 S. Akard, Rm. 1110.C1, 3 Bell Place
Dallas, TX 75202
214-464-2832

SBC Communications provides support for a variety of projects and programs to improve the education and career opportunities for Hispanic children, youth, and their families. From the local to the national level, both internally and externally, SBC works to reduce the growing Digital Divide that serves as a constant barrier to success for many individuals in the Hispanic population.

Partnership Programs Addressing the Educational Needs of Hispanic Americans

Kitt Albritton

Tate County School District (Attachment #13)

107 Court Street

Senatobia, MS 38668

662-562-5861

The Tate County School District features educational partnerships in the Northwest Mississippi Migrant Cooperative region. With corporate and community organizations, the programs focus on meeting the needs of the Hispanic community.

Maria Barkmeier

University of Sarasota (Attachment #14)

5250 17th Street

Sarasota, FL 34235

941-379-0404

The University works with the Antilles Consolidated School System (ACSS), a Department of Defense Elementary Secondary School (DRESS) under the Department of Defense Education Activity (DoDEA). ACSS has the largest Hispanic population among the DDESS schools. ACSS provides diverse programs to strengthen academic gains for all students.

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

EARLY CHILDHOOD EDUCATION AND HISPANICS

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented,

comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]
- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

STRATEGIES TO ACHIEVE GOAL

Strategy #1: Improve Access and Improve Participation of Hispanic Children in Quality Early Childhood Programs

a) Increasing Head Start Participation

Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:

- Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
- Increase funding for the children of migrant and seasonal farmworkers.
- Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to

overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.

- Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: HHS is currently updating the Head Start Hispanic Action Plan and it will be finalized shortly.]

b) Targeting CCDBG

Target CCDBG to Hispanic Families In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies to Increase Access:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.
- *Address affordability issues:* In his FY 2001 budget, the President proposed to make the CDCTC refundable so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. Additionally, the President's current budget proposal boosts the Child Care and Development Block Grant by \$817 million, enabling the program to provide child care subsidies to nearly 150,000 more children next year. We need to improve our outreach efforts to eligible Hispanic families.
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings. We may consider setting professional guidelines for cultural training of child care providers [either ensuring that a bi-lingual provider is available, or providing cultural training for providers].

c) [Pre-Kindergarten participation goal – TBD by Education]

Strategies to Encourage Participation [DO WE WANT TO MOVE THIS TO PARENTAL INVOLVEMENT SECTION]:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensure High Quality Services for Young Hispanic Children

a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.

- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003. Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.
 - To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.
- b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- The President's budget includes \$30 million to ensure that well-trained professionals are teaching our young children. We know that the training and education of early childhood educators and caregivers are directly related to the quality of the early education they provide, and the quality of their service, in turn, is directly related to children's readiness for school. As a result, early childhood educators with more education and training provide the higher-quality language stimulation and literacy experiences that are critical for children's success in schools. The Early Childhood Professional Development initiative will provide competitive grants to local partnerships that provide professional development for teachers such as universities, local school districts that provide pre-school, and child care providers such as Head Start. The initiative would focus on equipping early childhood educators with the tools they need to help children develop the language and literacy skills that are the foundations for academic success.
- Child Care and Development Block Grant -- increased funding (\$817 M) ?
[See language in 3/10 White House draft document]

c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.

[If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department

of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training [from ED?]

Building Language and Literacy Skills [from ED?]

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

EARLY CHILDHOOD EDUCATION AND HISPANICS

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented,

comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]
- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

STRATEGIES TO ACHIEVE GOAL

Strategy #1: Improve Access and Improve Participation of Hispanic Children in Quality Early Childhood Programs

a) Increasing Head Start Participation

Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:

- Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
- Increase funding for the children of migrant and seasonal farmworkers.
- Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to

overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.

- Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: HHS is currently updating the Head Start Hispanic Action Plan and it will be finalized shortly.]

b) Targeting CCDBG

Target CCDBG to Hispanic Families In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies to Increase Access:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.
- *Address affordability issues:* In his FY 2001 budget, the President proposed to make the CDCTC refundable so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. Additionally, the President's current budget proposal boosts the Child Care and Development Block Grant by \$817 million, enabling the program to provide child care subsidies to nearly 150,000 more children next year. We need to improve our outreach efforts to eligible Hispanic families.
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings. We may consider setting professional guidelines for cultural training of child care providers [either ensuring that a bi-lingual provider is available, or providing cultural training for providers].

c) [Pre-Kindergarten participation goal – TBD by Education]

Strategies to Encourage Participation [DO WE WANT TO MOVE THIS TO PARENTAL INVOLVEMENT SECTION]:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensure High Quality Services for Young Hispanic Children

a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.

- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003. Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.
 - To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.
- b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- The President's budget includes \$30 million to ensure that well-trained professionals are teaching our young children. We know that the training and education of early childhood educators and caregivers are directly related to the quality of the early education they provide, and the quality of their service, in turn, is directly related to children's readiness for school. As a result, early childhood educators with more education and training provide the higher-quality language stimulation and literacy experiences that are critical for children's success in schools. The Early Childhood Professional Development initiative will provide competitive grants to local partnerships that provide professional development for teachers such as universities, local school districts that provide pre-school, and child care providers such as Head Start. The initiative would focus on equipping early childhood educators with the tools they need to help children develop the language and literacy skills that are the foundations for academic success.
- Child Care and Development Block Grant – increased funding (\$817 M) ?
[See language in 3/10 White House draft document]

c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.

[If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department

of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training [from ED?]

Building Language and Literacy Skills [from ED?]

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

EARLY CHILDHOOD EDUCATION AND HISPANICS

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented,

comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]
- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

STRATEGIES TO ACHIEVE GOAL

Strategy #1: Improve Access and Improve Participation of Hispanic Children in Quality Early Childhood Programs

a) Increasing Head Start Participation

Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

The President's budget boosts funding for Head Start by \$1 billion – the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:

- Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
- Increase funding for the children of migrant and seasonal farmworkers.
- Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to

overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.

- Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: HHS is currently updating the Head Start Hispanic Action Plan and it will be finalized shortly.]

b) Targeting CCDBG

Target CCDBG to Hispanic Families In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies to Increase Access:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.
- *Address affordability issues:* In his FY 2001 budget, the President proposed to make the CDCTC refundable so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. Additionally, the President's current budget proposal boosts the Child Care and Development Block Grant by \$817 million, enabling the program to provide child care subsidies to nearly 150,000 more children next year. We need to improve our outreach efforts to eligible Hispanic families.
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings. We may consider setting professional guidelines for cultural training of child care providers [either ensuring that a bi-lingual provider is available, or providing cultural training for providers].

c) [Pre-Kindergarten participation goal – TBD by Education]

Strategies to Encourage Participation [DO WE WANT TO MOVE THIS TO PARENTAL INVOLVEMENT SECTION]:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensure High Quality Services for Young Hispanic Children

a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.

- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003. Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.
 - To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.
- b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- The President's budget includes \$30 million to ensure that well-trained professionals are teaching our young children. We know that the training and education of early childhood educators and caregivers are directly related to the quality of the early education they provide, and the quality of their service, in turn, is directly related to children's readiness for school. As a result, early childhood educators with more education and training provide the higher-quality language stimulation and literacy experiences that are critical for children's success in schools. The Early Childhood Professional Development initiative will provide competitive grants to local partnerships that provide professional development for teachers such as universities, local school districts that provide pre-school, and child care providers such as Head Start. The initiative would focus on equipping early childhood educators with the tools they need to help children develop the language and literacy skills that are the foundations for academic success.
- Child Care and Development Block Grant – increased funding (\$817 M) ?
[See language in 3/10 White House draft document]

c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.

[If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department

of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training [from ED?]

Building Language and Literacy Skills [from ED?]

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

THE WHITE HOUSE
WASHINGTON

~~1/2~~

① Education - aft issue
high Hispanic dropout rate.

② Why do you have so many dropouts

③ start very early to turn around
high dropout rate. early start & Headstart
are important programs. If every teacher
saw every child capable of going to
college it would turn things around.
Goal #1 - Ensure Hispanic children
have access to early quality education.

2 areas of focus.

- ① access
- ② quality
- ③ literacy.

Proposed soon education committee in Congress
The best opportunity - Provide universal
pre-K programs.

THE WHITE HOUSE
WASHINGTON

① Ho Adel

② Rebecca Barrea

③ Carole Fiore

④ Linda Espinosa

Linda Espinosa - what do we need
to start doing early?

What are the elements that promote
Bilingualism? The staff must
speak the language & value the culture.

② appreciation for each child's background

③ Bi-cultural competencies.

④ Bilingualism & Bi-culturalism is
very important

Rebecca Barrea

① Words for the Future - tips for
families - why you should do things
in a certain way. Latinos are not
reading to their children.

Parents are disconnected from schools.

Storytelling needs to be user friendly.

We need programs that give books
to children. Latino can't have access

THE WHITE HOUSE

WASHINGTON

to healthcare. Public education
events,

Carole Fiore - all children need these
programs - children who need
encouraged. Reading aloud to children
is the best way to make a child
interested in reading. Public libraries
are part of the educational community
and they are an economic asset
in all communities. Parents are the child's
1st & best teacher.

Born to Read established by ALA 500
sites nationally. FLA picked up this
program & has been picked up by
19 communities. Program targets low
income or teen parents.

① Training for librarians & parents.
The parents are the prime partners.
There are lots of materials available
in English & Spanish.

② Adult literacy programs are provided
by parents.

THE WHITE HOUSE

WASHINGTON

16000 public libraries received
copies of materials on how
to sensitize communities to the
problems of Hispanic children.

The teacher needs to read
the book for the parent & child.
We need more bi-lingual librarians.
We need to train the trainers.
We need to expand the libraries &
make them more accessible to all
children.

Flo Abel - head start in N. GA.

We have a full time translator.
taking english classes to the families.
English speaking children are learning
Spanish as well. Now problem is accessing
Discrimination is also a problem in
Georgia.

THE WHITE HOUSE
WASHINGTON

- ① strategies
- ② resources
- ③ action

Strategies - increasing access to quality early childhood education.

We need to establish community standards.
We need to set performance standards before they enter kindergarten, i.e., need to know their colors.

We need data on families not just children. Class issues are very influential.

③ performance standards that people understand.

④ teaching into children wherever they are working w/ SBA. We can't wait until they get an organized program. We have to look @ lots of different programs. Must have a big community strategy.

Go on national 3 things.
Owlt initiative on improving Hispanic education working w/ HHS & HUD to provide culturally sensitive information. Title I is available for pre-K & can serve Hispanic students.

THE WHITE HOUSE

WASHINGTON

parents can have an important job in the school & spread the word about Hispanic info. Publishers need to be involved. We need teacher's librarian training. There is a disparity in pay for children's staff & information specialists.

⑥ We need to get better training for teachers. Children have to feel proud of who they are. How are we going to have a capable competent system that supports children.

⑦ 100 hours of school buildings shall be used for child education, for Hispanics.

We are still serving less than 50% of Head Start eligible.

Browner - how do you realize the expectations of people. Phase I of this war is media relations. We get parents to be part of this experience. Education experiences. The media community can be an ally in this.

There will never be enough money in we need to incorporate museuming.

THE WHITE HOUSE

WASHINGTON

What can we do to reach out
to the Latino community show what
they are doing in community
outreach to Latinos.

Letting the public @ large know
that literacy comes in many
different languages.

The teachers are not getting any
more diverse, targeted outreach
of people who can become teachers.
Children are threatened

arts education

46. 5/22/96

117 10/2/97

The creation of home libraries.
Money to put books in the
hands of every family.

lack of money to get some of
these things implemented. i.e. use
foundations i.e. Gates, Bell. the foundations
are a source of the money.

2nd or 1st

Sheri Tolliver
202.581.2505

1

Breakout Session I: Increasing Access to quality early childhood education

• US Senate Study: No more excuses

problems → economic not top Reason.

Study says MUST start early in lives of ^{HISPANIC} children.

- 3 areas of focus -

1) access 2) quality 3) family literacy

MUST provide universal pre-K access at 100%

① Linda Espinosa

Need to start early doing what?

- ensure that high quality programs delivered

- children of all ages (Hispanic) receive lowest quality education in innercity environments.

- Studies on Eng, Span development. ~~###~~ compare progress of kids in ~~English~~ better, bilingual programs: English, & Spanish proficiency far exceeds those kids in lower level programs in both Span & English.

Danger of English exposure results in loss of Span. when kids lose ability, desire to communicate with family. Long term negative outcome when integration is at expense of Spanish culture.

Elements for Success

Staff must

- 1) Value, Respect culture
- 2) Ability to speak language
- 3) must capitalize on child's unique background
- 4) bicultural, bilingualism ~~etc~~ very important.

cultural, linguistic variables, mutual respect →
critical variables for success.

Research sparse. Need for further scientific, empirical, concrete information.

#2

2 principles (children's institute)

- Kids seeing themselves in artistic modes.
- Increasing access to early education

Awards for the future (i.e. tips for families)

Latinos not reading to children → do not know why.
not enough research.

Research... ask parents to play games with kids
in grocery store. "Oh no, not a teacher. I'm only
a parent" Parents have been disconnected
from school life esp if not finish
school themselves.

Campaign: The excitement of reading

Storytelling very weak. Kids not ^{access to} ~~at~~ lots of books

Campaign

local level: Recognize ability to work w/ Latino community. Foundation. ^(parents to children) i.e. buckling up → you are most imp to me. also Bless car seats → spiritual addition (Dept. of transportation) → Built around intrinsic feelings, hope
 [parents feel connected.

#3

BORN to Read → early intervention program.
 25% of kids under 3 in poverty (across board)

Know: Kids who read, succeed. Surest predictor of success is reading out loud to kids.
 * Public libraries esp suited to work w/ kids. Great economic equalizers. Provides free, help.

Wants to make parents 1st teacher.
 Want to decrease literacy across language barriers

Mission: ^(of BORN to Read) prenatal care, good health, impor of care, imp of Reading to kids

BORN to Read rapidly expanding, to communities and working w/ other groups

targets low income, low literate, d or teen parents

Components (a few)

- 1) training to librarians
- 2) " to parents → runne partners
- 3) Members of community → Reading to Kids
- 4)

materials → Remind Kids they are loved and
_born to read

Also provide literacy programs for parents

~~Mini~~ Evaluation of Born to Read is difficult b/c
Libraries don't follow parents → but ~~ende~~
Some Results, observations point to fact
that Kids of families in program
are more prepared when they enter
school. NOT enough to just give a
book. Librarian, someone M/CST act as
a model for parents.

- Need more bilingual librarians

- Need training

#4 (Headstart)

taking English classes to the Spanish memo.
Have translators, bilingual, who teach in
both English and Spanish at same time.

English speaking Kids learning about
Hispanic culture and vice versa.
Headstart, largest referral program.

Headstart Issue: family of four w/ 2 full time minimum wage parents are over income ^{level} for Headstart eligibility

Facilitator Portion

Strategies to achieve goals ★ that people understand is key

1) ~~the~~ Performance standards for pre-K kids. → ~~can~~ establishing what we expect kids to know. → Headstart Standards already established. Trying to maybe have all childcare enforce standards. (competent teachers)

★ But can't achieve standards w/out resources

2) Need good information, profiles on ~~parents~~ family.

→ separate on culture and class.

(performance standards → used to talking in jargon w/ each other. In reaching out to parents → very specific, simple.)

3) Must accept that not all kids will come in w/ standards and teachers are trained and understand.

4) ~~very~~ Reaching Latino children wherever they are → increasing available programs. Can't wait until they are in an organized program

5) more funds

→ ★ Culturally Appropriate information ^{to fams} ★ (often programs don't reach Hispanic fams b/c they do not understand)

~~INTEREST~~

Working w/
Hispanic Radio Network to promote importance
of parental roles, spread resources available, knowledge

- 6) Involve publishers for culture appropriate
- teacher, ~~librarian~~ librarian training
- 7) Develop Capacity for Fast Growing Communities
- 8) Looking at curriculum for bilingual programs
- 9) ^{Ensuring A} System for a relevant education

~~How~~ How to meet strategies —

Barriers → Do not have full access to kids.

In any given state, we only serving 10-15%

Barrier → D conversations right now will
not translate into anything that is

concrete

Strategy → how do you raise expectation
of people (to know to look for programs
when kids are 3, 4.

Obvious Allies → the medical community. Insuring
kids. Then → you have people w/ serious
money (as kids are insured) who
want to invest in the wellbeing of
those kids.

~~Need~~ Need something besides text based learning

more strats to reach out to Latino community.
Headstart working towards this

(7)

(headstart)

[Contract → community mapping. Looking to see what's going on, where Latino population is going]

Letting public know → literacy comes in lots of ways
★ Scholarship grant to pre-K kids
★ One week conference for this issue. Very complex issue.

want culturally/linguistically diverse teachers

Barrier - Public doesn't understand, appreciate bilingual skills. People very intimidated by multilingual skills. feels excluded. Status symbol → ~~as a language~~ bilingual ability.

Barrier → sophisticated lobby against issues being discussed today.

What policy issues at local, state, national issues need to be addressed?

Need Research - can't have strategy without research
Role → how do we understand sub-groups in Latino community. Look at what's wrong, also what's right

Barrier → attracting, maintaining qualified staff. Creating a career ladder.
★ Knowledge Based Compensation

8

Use title 1, title 7 money

once we recruit → must have quality education that we

* Parents must be partners in process

* El Dia de los niños → encouraged development of program, can become a National holiday - in conjunction w/ Reading to Kids. Students go to city council and request day. Can be incorporated very well into process. (health, education, future career, safety → day to promote concepts) APRIL 30th
→ folks back into it

BARRIERS: whose job is it battles?

→ Creation of home libraries. Money to put books into hands of every program. school breakfast, school ~~and~~ lunch programs.

Barrier → Lack of money

→ ask foundations for more money. Hurdle source of money

→ will fund restructuring, staff work.

Not long term (need funds for long term)

Action → change public view of funding early education. Public

9

~~Wanted to~~ CROSS effectiveness of spending
money now v. having to spend the
dollars later.

Different kids, different needs. Peanut Butter
effect won't work. Some kids need
more money. One size fits all
funding doesn't necessarily get
job done.

⊗ Need an Advocacy PLAN