

File: Hispanic
Crd Action
Plan

 Andy Rotherham
01/18/2000 02:36:54 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP
cc: Reynaldo Valencia/WHO/EOP@EOP
Subject: Re: Letter to Raul Yzaguirre

Ann: Can you check this out?

----- Forwarded by Andy Rotherham/OPD/EOP on 01/18/2000 02:36 PM -----

 Reynaldo Valencia
01/18/2000 02:25:13 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP
cc:
Subject: Re: Letter to Raul Yzaguirre

Andy, please review the Head Start Implementation Plan to be sure it's okay with DPC.

Thanks,

--Rey

----- Forwarded by Reynaldo Valencia/WHO/EOP on 01/18/2000 02:24 PM -----

 Quirina J. Orozco
01/18/2000 09:50:53 AM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP, Heidi_Ramirez@ed.gov @ inet, Sarita_Brown@ed.gov @ inet
cc:
Subject: Re: Letter to Raul Yzaguirre

FYI--The Head Start Plan is attached and will be ready to go very soon. We expect this process to be well on its way by this afternoon.

Quirina

----- Forwarded by Quirina J. Orozco/OMB/EOP on 01/18/2000 09:50 AM -----



Anil Kakani

01/17/2000 06:01:59 PM

Record Type: Record

To: Quirina J. Orozco/OMB/EOP@EOP

cc: iratha h. waters/omb/eop@eop

bcc:

Subject: Re: Letter to Raul Yzaguirre 

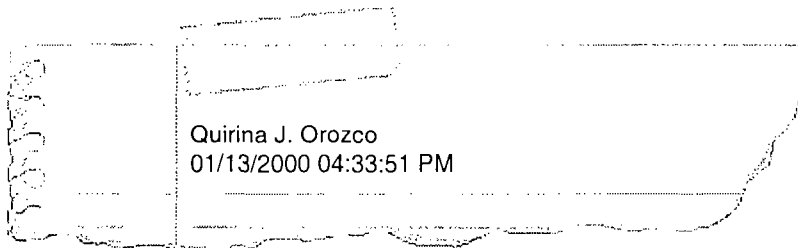
Attached is a slightly revised head start action plan that Barbara indicated that she wanted attached to the letter. Also, i have added a few major edits to the Head Start paragraph in the letter per conversation w/ HHS folks.



nextsteps_fin00.doc

Likewise, the Head Start program has taken significant steps to increase access for the Latino community. Indeed, since 1992, Hispanic enrollment has increased by 70,000 and at a rate more than twice as fast non-Hispanic enrollment. Head Start now reaches approximately 220,000 Hispanic children (183,000 excluding Puerto Rico). Specific steps have included increasing To name a few, Head Start has increased by 50 percent the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families, and non-English speaking groups. Also, Head Start has increased its efforts to work with and monitor programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations. Head Start expects to become even more informed about serving LEP children through the Research Conference on Early Childhood Bilingual Language and Literacy Development in San Antonio this February.

Quirina J. Orozco



Quirina J. Orozco
01/13/2000 04:33:51 PM

Record Type: Record

To: Iratha H. Waters/OMB/EOP@EOP

cc: Anil Kakani/OMB/EOP@EOP

Subject: Letter to Raul Yzaguirre

This correspondence is in response to a September 21, 1999 letter to the President from Raul Yzaguirre of the National Council of La Raza, regarding his concern with the progress of the Hispanic Education Action Plan and the FY 1998 Executive Order 12900 Annual Performance Reports. The President responded to Mr. Yzaguirre in a October 8th, 1999 letter and asked the Director and Secretary Riley to provide a detailed response to Mr. Yzaguirre's concerns. This letter provides the in-depth response to these concerns and attaches the latest drafts of the Hispanic Education Action Plan and the Head Start Implementation Plan (forthcoming) for Mr. Yzaguirre's review.



HEAP Implementation Plan with HSI's January Raul letter6.doc

THE HEAD START PROGRAM: Steps to Improve Access for Under-served Populations

Since its inception in 1965 as a summer program launched during President Lyndon B. Johnson's "War on Poverty," Head Start has helped more than 16 million children and their families. Head Start was designed to help break the cycle of poverty by providing preschool children with a program to meet their emotional, educational, social, health, nutritional, and psychological needs. The idea was that, with a little help—a *head start*—children from even the most disadvantaged families could begin elementary school at the same level as their more advantaged peers.

In the last three decades, the United States population has undergone some dramatic demographic changes yielding a far more culturally diverse population. Children in Head Start now come from scores of different countries and speak approximately 140 different languages. While Head Start has always been committed to providing culturally relevant services to children and families from all racial and ethnic backgrounds, these changing national demographics mean that Head Start must continue to strengthen efforts to encourage the participation of new populations and tailor programs to meet their unique needs.

1. Give greater priority to under-served groups in the expansion grant process.

ACF currently provides specific incentives for local Head Start grantees to reach under-served populations with Head Start expansion funding. Starting in FY 1998, the Head Start Bureau added language to its competitive expansion announcement encouraging grantees to focus on under-served populations. This language was strengthened in FY 1999 and the point system for grant awards was revised to put more weight on addressing the existing need for service, particularly among new or under-served populations. Specifically, the language in this year's expansion announcement said:

This expansion provides an opportunity for Head Start programs to reach neighborhoods, communities and groups within their service area that they have been unable to serve in the past. These may include a variety of special populations of low-income families, such as seasonal farmworkers, recent immigrant families, non-English speaking groups or American Indian families outside of Federal Indian Reservations. All applicants are encouraged to base their applications on a careful assessment of the community, including identification of special populations who are not being served by Head Start.

Applicants are then rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.

Next Step: ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching under-served populations, and will evaluate the effectiveness of giving greater weight to outreach under-served population when scoring expansion grant applications. Conversely, an applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions. In addition, ACF will increase the number of grant application reviewers who have expertise in serving language minority children, so that each set of proposal review teams includes persons with such expertise as appropriate.

2. Increase funding to serve the children of migrant and seasonal farmworkers.

In the 1998 reauthorization of Head Start, Congress gave Head Start explicit authority to serve the children of seasonal farmworkers, and the Bureau is mobilizing to take advantage of this opportunity through the Migrant Head Start program. Seasonal farmworkers are typically families that were formerly migrant workers but who decided to settle in a particular agricultural community. To begin better meeting the needs of these families, most of whom are not being served by Head Start, the 1999 Head Start expansion effort made over \$5 million available last summer to increase enrollment of migrant and seasonal farmworker families by nearly 1,000 children. The vast majority of seasonal farmworkers are Hispanic, the largest under-served population in Head Start.

Next Step: The President's Budget included a \$27 million increase for Migrant Head Start in FY 2000, which, in addition to providing approximately \$13 million for cost-of-living and quality improvement increases, provides \$14 million to serve as many as 2500 additional migrant and seasonal farmworker children.

3. Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, and identify culturally appropriate social service organizations in the area to serve them.

Head Start's training and technical assistance network employs consultants with expertise in the field of conducting community assessments and using the data collected from these assessments to design programs that most effectively serve all families in the community. Grantees who need

assistance conducting a thorough and accurate community assessment, or who have not appropriately used the assessment to design their program, have access to these consultants who are able to help programs better serve all members of the community with culturally relevant and responsive programs.

Next Step: ACF has recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit. The need for Head Start services should be the basis for determining which communities to serve, and how many children in each community to enroll, not historical enrollment patterns. Grantees were advised that they must be sensitive to demographic changes in their service area and that as new families and children move into their service area, they must also be given consideration for enrollment.

Next Step: Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in terms of enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will, as discussed below, focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.

Next Step: To assist grantees in this process the Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, when appropriate, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will, using the data collected through the process discussed above, identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities in order to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups. In this way, while generally broadening its efforts using current techniques, ACF can also (1) develop and test the effectiveness of new T/TA and outreach strategies designed to improve the representation of underserved children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in underrepresented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these model communities as examples where the representation of underserved groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under-represented populations.

In areas with large under-represented populations, ACF will work with grantees to identify social service organizations that work with families from these populations. For smaller Head Start grantees, these organizations can serve as valuable partners in recruiting from new communities. Where grantees are large enough to have sub-grantees, they will be encouraged to consider making these organizations delegate agencies based on their demonstrated potential to run a Head Start program and their commitment to hire culturally representative staff.

4. Assure equitable access and efforts to reach under-served communities following grant terminations and relinquishments.

If Head Start grantees relinquish their grants or are terminated due to an inability to meet Head Start Performance Standards, an assessment will be made to determine if service areas should be reconfigured to assure equitable access for all children in the community. For instance, when the large Denver Head Start grantee was terminated, ACF chose to split the single Denver grant up into several smaller grants that better met local needs. In doing so, one of the grantees, Rocky Mountain SER/Jobs for Progress, was specifically chosen to help address the unmet needs of eligible Hispanic families in the Denver area. A similar process occurred in Houston, which resulted in new services to Hispanic children and families and the funding of Avance, Inc. as a Head Start grantee.

Next Step: ACF is institutionalizing this process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.

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

Each Head Start program, as required by law, must be monitored, on-site, at least once every three years by a team led by a federal employee.

Next Step: In the Information Memorandum that was issued in July 1999, ACF discussed the role of the monitoring process in helping grantees work towards greater equity in reaching under-served populations. ACF regional staff who monitor Head Start programs will build on current procedures to create a stronger emphasis on assuring that grantees have conducted comprehensive community assessments and have used the data from these assessments to design their Head Start programs. Grantees will need to be able to clearly explain why they have chosen to serve the specific communities and populations they have and, conversely, why they are not serving other communities or populations. Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found “out-of-compliance” and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year. This approach will help assure that all families eligible for Head Start will be given fair and equitable consideration for enrolling their child in Head Start and that Head Start programs will increasingly serve families that are representative of the diversity of their service area.

6. Continue to track and provide updates on outreach to under-served communities.

Head Start will issue a report by the end of FY 2000, detailing its efforts and accomplishments in extending access to under-represented populations.

Carole Fiores
talking pts. &

Rebecca Barrera's

File: Hysp2012

White House Strategy Session on Educational Excellence for Hispanic Students Increasing Access to Quality Early Childhood Education

Outline of Comments by Carole D. Fiore

Introduction

- Carole Fiore - BS in Early Childhood Education and a MS in Library Science
25 years of experience in school and public libraries in Pennsylvania and Florida.
Currently Library Program Specialist with the State Library of Florida
- Representing the Association for Library Service to Children, a division of the American Library Association, and the Florida Department of State, Division of Library and Information Services

Need for Born to Read - an early intervention program

- Statistics
 - 25% of families with children under 3 years of age live in poverty
 - 25% of pregnant women do not receive the recommended level of prenatal care
 - Over 1/3 of American kindergarten children arrive unprepared for school
 - Children who read succeed! Children who are read to develop language, social skills, and confidence that enable them to do better in school -- Surest predictor of creating a reader is reading aloud to that child. Instilling the joy of reading in a child will ensure a lifelong love learning
- Brain research
 - Learning starts from the day the child is born
 - Synapses develop at an alarming rate during the first 3 years of life
 - Libraries can and do work with parents, health care and community agencies to provide age and developmentally appropriate language and literature experiences that promote brain development
 - In Florida, libraries work in cooperation with the Florida Starting Points Initiative - Maximizing Florida's Brain Power
- New study cites lack of access to books in child care centers
- Public libraries are part of the education community
- Public libraries are extremely well suited to deliver this program as it is one of the few agencies that are positioned to work with members of their communities from cradle through grave. Local libraries are the great economic equalizers in the community. There is no other agency that is free and available

to all citizens from birth. Libraries ensure equity of access for all citizens and community residents

History of Born to Read in Florida

- Purpose of Born to Read
 - Parents are the child's first teacher - make them the best
 - parents, especially the mother, are the earliest and strongest influence on a child's attitude toward education
 - Break the cycle of illiteracy - regardless of the primary language
- Mission of BTR
 - To teach expectant parents the importance of prenatal care, good health, and well-being of their newborn babies
 - To teach expectant parents the importance of reading to their infants from birth
 - To teach expectant parents the importance of the public library
- National demonstration project
 - 5 demonstration sites established
 - Developed training manual and video
 - Has grown to over 500 sites nationally
- Picked up in 1997/98 as a demonstration project in Florida (10 sites) using federal Library Services and Technology Act (LSTA) grant funds. Ohio also has a statewide Born to Read program in partnership with the Ohio Reading Alliance
- Expanding slowly each year
 - Some of the sites that were originally funded through LSTA are continuing with local dollars
 - 3 new sites just starting with state general revenue funds - as part of a new Library Literacy Grant Program that was initiated by Florida Secretary of State Katherine Harris
 - Projects now active in communities in 19 counties - and expanding during the next LSTA grant cycle
 - Expanding into diverse local communities, especially the Hispanic Community, by working in partnership with other agencies - such as migrant farm associations and the faith community

- Other communities in Florida and the nation are working with appropriate community agencies to develop early childhood programs such as Born to Read.

Target audience for Born to Read

- Low income, low literate, and/or teen parents
- Reach the mother *and father* as early as possible - even during prenatal visits - so that parents start providing language experiences from the day the child is born - taking advantage of the window of opportunity so that brain development can take place

Components of the Born to Read Program

- Training - for librarians and partners
- Training for parents and child care providers by librarians
- Partnerships
 - Health care providers
 - Community service partners
 - Parents as partners
 - Members of the community to serve as translators and readers
 - Local chapters of National Association for the Education of Young Children, International Reading Association, First Book, Kiwanis, Rotary
- Materials such as the bib, T-shirt, diaper bag, night light, etc. to remind parents that their child is loved and is "Born to Read" -- in English and Spanish
- Outreach programs - at locations such as but not limited to
 - prenatal clinics
 - health care centers
 - community agencies
 - well baby clinics
 - child care centers
 - migrant worker camps
 - faith based agencies
- Deposit collections - in English and Spanish - in community agencies, health care centers, well baby clinics, child care centers, migrant worker camps, etc.

- Literacy component for parents - including adult basic education, general equivalency diplomas, and English as a Second Language
- Family literacy/learning activities - Parent and Child Together activities
- Better library collections that have age and developmentally appropriate materials in them - including books, music, toys, parenting materials, videos - in English, Spanish, and other languages as appropriate for the local community
- Presentations to other community agencies and possible partner organizations
- In Florida, all libraries received copies of *Read to Your Bunny* for distribution to families either directly or through partner agencies. Libraries and child care centers in Ohio also received these books through their State Library. Hennepin County (Minnetonka, Minnesota) also purchased copies of the book for distribution in their community.
- Distribution of age and developmentally appropriate books to start home libraries. Having books accessible in the home is a predictor of success in reading
- *Parent's Magazine* recently provided support so that all 16,000 public libraries and branches throughout the US have recently received copies of ALSC's How to Raise a Reader brochure. This will help sensitize libraries to their role in parent education and sensitize the entire community of the need for early childhood education and involvement.

Evaluation and Outcomes and Impact of BTR

- Difficult to measure the long term impact -- BUT
- Parents appear more interested in reading to their children - especially when they have heard someone else read the book to them and their children
- Health care providers report that parents read to their children in the waiting rooms
- Libraries that participate report that their collections for infants and young children are well used - and need to be replaced more frequently
- Florida is involved in a long term study with the Family Institute of the Florida State University
- We do not have the resources to be able to follow individual families from the time they participate in BTR until they enter kindergarten. However, the indicators point to the fact that children of families that participate in BTR are

more ready to enter school ready to learn than children who have not been part of this early intervention program. A similar program in England showed that children who received books during their 6-month well-baby visits did better in school, according to teachers, in first grade.

- Early research shows
 - It is not enough to just give a book. Someone - librarian, reading partner, teacher -- needs to model reading behaviors and read the book for parent and child
 - Childcare community is happy because more appointments are kept for health care with a program going on in the clinic
 - A child reaches for and asks for a book to be read that he has heard read before
 - Parents are more likely to reach for a book to read to child that they have heard read by librarian.

Needs to be addressed so that these programs can be continued and expanded

- More bilingual librarians
- More training for children's librarians
 - Spanish and other languages as appropriate for the community
 - Age and developmentally appropriate practices
 - Training the trainer

Other library-based and/or library-related early intervention/early literacy programs include:

- Library/Museum/Head Start Partnership
- Read to Me (Los Angeles)
- Feed Me A Story - in partnership with Success by 6, Rotary, Publix Charities, and Florida's Public Libraries - also done in South Carolina and Georgia
- Grandparents and Books (Los Angeles)
- Project Jump Start (Miami-Dade)
- Between the Lions - for slightly older children to promote phonemic awareness and library use
- Children's Television Workshop is providing viewers guides in both English and Spanish

Talking Points for Rebeca Barrera

- Reading to young children promotes language acquisition and later on correlates with literacy development and overall school success
- Storytelling has always been a core element of the Hispanic culture, and literature is highly valued, including poetry and theatre; however current conditions, including educational achievement of parents, poverty, and language barriers create a disconnect between books and young Latino children
- According to data from the U.S. Department of Education, Non-Hispanic children are more likely to be read to aloud every day (64%) than non-Hispanic black children (44%) or Hispanic children (39%) (Need better data, more complete research)
- In addition, Latino children continue to be among the poorest children in the nation (39%), and have the least access to attending preschool (31%)
- Current literacy campaigns may not reach Hispanics, ex:, one of the best , distributes books through pediatricians and hospitals, yet as the most uninsured group, Latino children may not have access to health care, therefore campaign may not reach them
- New campaign ***Descubra el encanto - Discover the Excitement of Reading***, joint venture of NLCI with Scholastic and Univision, offers new formula for promoting family literacy and reading to children
- At national level, print and media campaign led by Scholastic and Univision, public service announcements, resource materials, celebrity spokespersons, increase number of Hispanic authors
- At local level, NLCI will coordinate community partner efforts, first in five markets, then expand throughout the country
- Information from 100 La Promesa de un Futuro Brillante community organizations will serve to create the cultural foundation for reaching the community
- Family gatherings, block parties, community events, and cultural traditions will form the basis for creating messages and making books available, the whole family will be encouraged to participate
- Community partners such as REFORMA (National Association to promote Library and Information Services to Latinos and Spanish Speaking) and chapters of National Association for Bilingual Education (NABE) will work with La Promesa programs to instill excitement of reading locally
- April 30th ***El día de los niños-Celebrating Young Americans*** will serve as a rallying point for book fairs and special events already created by NABE and REFORMA

FAMILY RESOURCE AGENCY OF NORTH GEORGIA

HEAD START PROGRAM

Presenter: Flo Abel, Director

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White House Strategy Session On Educational Excellence For Hispanic Students

Challenge: Increasing Access To Quality Early Childhood Education

Background: Head Start is a 35+ year old Federally funded program for economically disadvantaged 3 - 5 year old children and their families. The program is a multi-disciplinary pre-school program that strengthens families as well as providing experiences for children that fosters growth and development.

Family Resource Agency of North Georgia became a replacement grantee in 1994 and is currently funded to serve 783 three to five year old children and their families in a six county service area located in the northwest corner of the state. The service area is 1,735.1 square miles, consisting of rural and rural/mountain areas. The major industry is textile mills; specifically the carpet industry.

Agency - The Past:

1993 - '94: For fewer than 5 of 180 children and families in Whitfield County, the primary spoken language was Spanish; the majority of whom also spoke limited English.

- ✓ No staff were bi-lingual and no preference was apparent for bi-lingual hiring.
- ✓ Materials sent home were in English ONLY, whether or not families could use the information.
- ✓ Screening and Assessments were completed for these children by staff whose primary language was English.
- ✓ No information is available regarding how mandated Home Visits were completed.

Community - The Past:

- ✓ A chasm developed between Hispanic families and care providers primarily due to language/communication difficulties.
- ✓ Public Schools and care providers had not yet recognized the growing population that could not integrate effectively into the community due to communication barriers.
- ✓ For those children who may have "picked-up" English, their parents may or may not have been able to "pick-up" these same skills - the skills necessary to operate in English-speaking communities.

- ✓ Many families were undocumented; and were ineligible for health care (Medicaid) and other programs designed to assist low-income children and families.
- ✓ In the childcare industry, no center-based child care centers retained staff who were bi-lingual. Recognizing the inability to communicate, referrals were made to Head Start.
- ✓ Spanish-speaking families encountered barriers with regard to acceptance into the community as a whole. These barriers were beyond language and were increasingly evident in housing, churches, markets (food-stuff availability), offices (both public and private), etc.
- ✓ The local school systems in Whitfield County indicate that 2.5 - 9.86% of the school age population was Spanish-speaking.

Agency - Recent Past:

1998 - '99: Of the 228 Head Start children enrolled, 104 (45.6%) lived in homes in which Spanish was the primary language.

Agency - The Present:

1999 - 2000 Of the 783 slots, 279 are located in Whitfield County's 5 centers. End-of-the year statistics show that for the 339 children who were enrolled (including drops and adds) in Whitfield County during the 1999 - 2000 school year, 96 (28%) were Spanish speaking. Further analysis shows these specifics per center:

Center	Funded	Actual	Spanish Speaking	Percentage of Actual
Brookwood	17	22	15	68.18%
Dalton-Heritage	80	88	28	31.82%
Family Circle	11	12	0	0.00%
Valley Point	40	49	17	34.69%
Westside	131	170	36	21.18%
TOTALS	279	341	96	28.15%

Preliminary selection has already been made for next year. To date, of the 140 children who have been accepted for enrollment, 76 (54%) are Spanish speaking.

- ✓ A full-time Translator is on-staff. This person is responsible for:
 - * Translating into Spanish all materials going to homes of Spanish-speaking children (menus, notices, newsletters). These materials are double-sided; Spanish on one side, English on the other, to promote learning.
 - * Assisting in accurate child developmental screening and assessment in the children's native language.
 - * Assisting in Transition activities; both into the program and to the Public School System as appropriate.

- * Teaching English classes to parents, family members and friends who wish to learn English or improve their language skills.
- * Providing translation services at Parent Meetings and Policy Council and other group and collaborative meetings attended.
- ✓ The program recognizes the need for bi-lingual staff and offers a pay incentive in its hiring practices. Proven proficiency in Spanish - oral and written- is awarded a 12% pay increase.
 - * More than one-third of the Family Service Specialists (3 of 8) are now bi-lingual.
 - * Bi-lingual Teaching staff have been hired in all five centers.
 - * Spanish classes are available for all staff and mandated in some positions and pay rates will be increased as staff “graduate” from classes.
- ✓ Home Visits (Family Service and Classroom) are completed by staff with the appropriate language skills dependent on family need. If parents speak English as a second language, visits may be completed by staff with limited Spanish skills while bi-lingual staff attend to the families most in need of these services.
- ✓ Multi-lingual Classroom and Parent-room supplies and materials are available.
- ✓ Labeling in the centers and classrooms is bi-lingual.
- ✓ Family Service Specialists and all staff work with families to assist in developing support systems for families; interpreters that can be used outside the Head Start arena. When alternate support is not available, Head Start staff assist families in their dealings with care providers.
- ✓ The voice mail telephone systems and/or answering machines give Spanish options for communication.
- ✓ Reaching families -
 - * A monthly newsletter is ordered and distributed in both English and Spanish.
 - * The classroom monthly newsletter is translated and double-sided.
 - * Employment opportunities and recruitment public service announcements are placed in the Spanish newspapers now available in the county.
 - * PSA’s are aired on the Spanish-speaking radio station now available in the county.

- ✓ Head Start children and families are learning to embrace cultural differences.
- ✓ Primarily English-speaking children and staff are learning Spanish from the children enrolled in the classrooms.

Community - The Present:

- ✓ Public school statistics indicate that Dalton City School's average percentage of Spanish-speaking children is 47%. This number has grown from 9.86% in 1993. Interestingly, the lower grades are experiencing percentages of 51 - 60%.
- ✓ Whitfield County public schools have increased from 2.8% to 13.07% Spanish-speaking school population since 1993. They too, report increasing numbers in the lower elementary grades.
- ✓ Birth of the "Georgia Project " - private sector working together with local government and the school systems to address the issues of educating non-English speaking students. The project is responsible for a Teacher exchange program between Dalton and the University of Monterrey in Mexico. This project is helping to bridge the gap both educationally and culturally.

Issues/Challenges:

- ✓ Parent involvement continues to be an issue as parents are either working or taking care of younger children and unavailable to come to the center for language classes.
- ✓ Undocumented persons are not eligible for state/federal health care programs - Medicaid and PeachCare (CHIP).
- ✓ Adults are not familiar with the systems at work in the communities and do not readily trust others.
- ✓ Higher paying jobs in the textile industry prevent enrollment of some children and families who could benefit from the services Head Start offers. Starting wages for these jobs are \$8.00 - \$9.00 per hour.
- ✓ Many care providers will not provide services to Spanish-speaking clients without the services of a translator available.
- ✓ Attracting and retaining qualified staff when bi-lingual services are at a premium in the area.

- ✓ Although stides have been made, in some areas discrimination still exists.
- ✓ Cultural education is needed to bridge the gap between Hispanics and non-Hispanics.