



## IMMIGRANT EDUCATION E-NEWSLETTER SPRING 2007

This electronic newsletter, produced twice a year, compiles reports, articles, and other resources on immigrant education issues.

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### ANNOUNCEMENTS

[The New American Children Initiative](#) (NAC) at the **Foundation for Child Development** is building the knowledge base about the well-being of young children of immigrants, how to best nurture and educate our newest Americans, and how to connect that knowledge with sound policies to improve their life prospects.

**New York State Commits \$500 million in ELL Funding.** With leadership from the New York Immigration Coalition in the 1990s, the EMPIRE collaborative (Equity Monitoring Project for Immigrant and Refugee Education) organized and mobilized immigrant parents and community members. In this way, they began to develop a budget and policy agenda to address issues facing English Language Learners (ELLs) in the education system of New York State. This grassroots effort converged with the advocacy of the Campaign for Fiscal Equity lawsuit which mandated the state to develop a more fair school funding formula. EMPIRE's efforts focused on the ELL Success Agenda, which last week, resulted in an additional \$500 million infusion of ELL funding into the school system over the next four years. For more information, please visit [www.thenyic.org](http://www.thenyic.org).

### REPORTS

[Para Nuestros Niños: Expanding and Improving Early Education for Hispanics](#), by **The National Task Force on Early Childhood Education for Hispanics, March 8, 2007**. Hispanic children, especially those from disadvantaged circumstances, continue to lag behind non-Hispanic Whites on measures of school readiness and school achievement, including in reading and mathematics. At the same time, there is growing evidence that large state-funded pre-kindergarten (pre-K) programs are producing valuable school readiness gains for Hispanic youngsters who have the opportunity to attend them.

[Building Strong Rungs to Build Sturdy Ladders: The Status of Preschool - 3rd Grade Systems in New Jersey](#), By: **Cynthia Rice, Esq., The Association for Children of New Jersey, January 2007**. While New Jersey continues to be the vanguard for quality preschool, recent national studies have shown that investing solely in preschool is not enough. Although well designed early learning programs assist in improving children's social and cognitive skills, the gains made in the early years often fade as children advance beyond kindergarten.

[Hispanic Education in the United States](#), by **Adriana D. Kohler and Melissa Lazarin, National Council of La Raza, January 8, 2007**. Latinos are a significant and growing proportion of the United States student population. This statistical brief provides a summary of the key data concerning Latinos in the educational pipeline.

[No Child Left Behind at Five: A Review of Changes to State Accountability Plans](#), by **Naomi Chudowsky and Victor Chudowsky, The Center for Education Policy, January 2007**. This report,

issued by the Center for Education Policy, summarizes the changes to state NCLB plans approved by the US Department of Education during 2006, and discusses the changes in and expansion of state testing programs as a result of NCLB.

**[Educating All Children: A Global Agenda](#)**, by Joel Cohen, David Bloom, & Martin Malin, The American Academy of Arts and Sciences, January 2007. Access to education increased dramatically over the past century but 323 million children worldwide are still not in school and efforts to achieve universal primary education by 2015 are likely to fail according to a new study released by the American Academy of Arts and Sciences.

**[First in the Family: Your College Years](#)**, by Kathleen Cushman, Next Generation Press, December 2006. This report offers help to first-generation college students in breaking up the challenges they face into manageable tasks. Each chapter includes a worksheet that asks students to write down their resources and organize their next steps. Academic help, time management, relationships with professors, choosing a major, and stress relief are among the topics discussed in the book. 16 first-generation college students made contributions to the book to offer new students their insights into the college experience and how they dealt with problems.

**[Funding Gaps 2006](#)**, by The Education Trust, December 2006. In Funding Gaps 2006, the Education Trust contends that Title I, a key element of NCLB, has widened education funding gaps that separate wealthy states from poor states. The report also examines how funding choices at the district level provide enhanced funding to schools serving higher concentrations of affluent students and white students at the expense of schools that serve low-income students and students of color.

**[Professional Women and Minorities: A Total Human Resources Data Compendium](#)**, Commission on Professionals in Science and Technology, November 2006. This compendium contains over 300 tables of data and trends in science and technology. The compendium has been published for nearly three decades.

**[Mexican Roots, American Schools: Helping the Children from Mexican Immigrant Families Succeed](#)**, by Robert Crosnoe, Stanford University Press, September 2006. Over the last several decades, a great wave of immigration has flowed to the U.S. from Mexico. This dramatic trend is rooted in many things, but among the most powerful are the hopes and dreams of Mexican parents that their children will have brighter futures here. The realization of this American dream, however, is predicated on the ability of the American educational system to successfully put these children on the path to social mobility. In this book, Robert Crosnoe focuses on what helps and hurts the young children of Mexican immigrants during a critical period in their educational careers: the transition into elementary school.

**[Killing Affirmative Action: Would Ending It Really Result in a Better, More Perfect Union?](#)**, by Ellis Cose, USC Annenberg Institute for Justice Journalism, 2006. This in-depth report examines affirmative action in light of the November 2007 Michigan voter referendum and details the stark outcome for minority and woman students, workers and contractors in California where a similar referendum passed ten years earlier.

**[Toolkit for Hispanic Families: Resources to Help Students Succeed in School](#)**, The Department of Education. This toolkit includes a variety of resources to help students succeed in school. The tool kit was developed with guidance from over 1,800 Hispanic parents at Parent Information and Resource Centers across the country and is available in both English and Spanish.

## NATIONAL NEWS

**[\\$500 Million Pledged to Fight Childhood Obesity](#)**, Stephanie Strom, The New York Times, April 4, 2007. The Robert Wood Johnson Foundation plans to spend more than \$500 million over the next five years to reverse the increase in childhood obesity. It is one of the largest public health initiatives ever tried by a private philanthropy.

**[The Immigration Answer? It's in Mexico's Classrooms](#)**, by Tyler Cowen, New York Times, November 30, 2006. Poorly functioning Mexican and Latino educational systems are a central problem behind current immigration dilemmas, and the US is partly responsible. If the US took a higher ratio of legal immigrants and

required more education, the entire North American region would be better off. For the full text of the article, please contact [Bryan Rhodes](#).

**[For Hispanic Parents, Lessons on Helping With the Homework](#)**, by Joseph Berger, *New York Times*, **November 1, 2006**. For immigrant parents, helping their children absorb lessons in an inscrutable language in a strange country has always been a distinctive challenge. For the full text of the article, please contact [Bryan Rhodes](#).

**[Immigrant Children Shielded From State Tests, but for Whose Protection?](#)**, by Joseph Berger, *The New York Times*, **December 27, 2006**. Under the No Child Left Behind Act, school districts can no longer exempt students from immigrant homes from taking the standardized English test. For the full text of the article, please contact [Bryan Rhodes](#).

**[Report Says Immigrant Students Lose in Choice of Schools](#)**, by Nina Bernstein, *The New York Times*, **November 29, 2006**. Immigrant students in New York City who do not speak English well are being shut out of many of the small new high schools, the report says. For the full text of the article, please contact [Bryan Rhodes](#).

### LOCAL & REGIONAL NEWS

**[U Funding Could be Cut](#)**, by Courtney Blanchard, *The Minnesota Daily*, **March 27, 2007**. If passed in the House and signed into law, a bill might cut funding by \$42 million. Senators also argued about whether to include the Dream Act.

**[Md. House OKs In-state Tuition Despite Immigration Status](#)**, *Associated Press*, **March 27, 2007**. After an emotional debate, the Maryland House voted Monday to allow some illegal immigrants to qualify for in-state tuition.

**[Editorial: State Needs Every Kid's Brainpower](#)**, *Star Tribune*, **March 27, 2007**. One of the most moving sights this legislative season was the view from the Capitol's front steps one month ago today. Marching up the hill were more than 1,000 bright, ambitious high school students, pleading for a chance to go to college and establish careers that contribute to this state.

**[Measure to Repeal Tuition Break for Illegals Is Back](#)**, by Deborah Bulkeley, *Deseret Morning News*, **February 9, 2007**. A measure to repeal in-state tuition for qualified undocumented immigrants that narrowly died in the Utah House last week is back. It's now part of a comprehensive bill to limit government benefits to undocumented immigrants, which one Latino community activist is calling the "mother of all anti-immigration bills."

**[ECONOMIX: Bridging Gaps Early On in Oklahoma](#)**, by David Leonhardt, *New York Times*, **February 7, 2007**. In every classroom, the head teacher must have a bachelor's degree—nationwide, most preschool teachers don't—and there must be a teacher for every 10 students. For the full text of the article, please contact [Bryan Rhodes](#).

**[After the Last Lap, It's Time for SAT Prep](#)**, by Joseph Berger, *New York Times*, **January 24, 2007**. Two flights down in a high-ceilinged room, they and 35 others would get coaching on the SAT they plan to take on Saturday. The course, paid for with a \$100,000 federal grant, is intended to help poor and immigrant runners in the Armory's program decipher the often complex college admissions process. For the full text of the article, please contact [Bryan Rhodes](#).

### EVENTS

**[Latino Students and the Pathways to College](#)**, **June 13-14, 2007, Washington, DC**. The Educational Policy Institute and the University of Maryland are partnering to offer a six-part National Educational Policy Summit on Capitol Hill in DC. The first summit will focus on the barriers and challenges facing Latino students.

### CONTACT US

To post a message to the listserv or unsubscribe, please contact [Bryan Rhodes](#).