



GRANTMAKERS CONCERNED WITH IMMIGRANTS AND REFUGEES

EDUCATION E-NEWSLETTER

OCTOBER 16, 2007

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UPCOMING EVENTS

[Practical Tools to Increase Latino College Access and Success](#), Monday, October 15, 2007, 8:00 a.m. - 4:30 p.m. The Long Beach Convention Center, Long Beach, CA. The 4th Annual Tomás Rivera Policy Institute (TRPI) Education Conference will be held in association with the Center for Urban Education at the University of Southern California. Conference programs will include working with undocumented students, engaging parents, the Latino student experience, and expanding opportunities for culturally-competent healthcare leaders. You may [download the preliminary program here \(PDF file\)](#).

[National Literacy Summit](#), Monday, October 15, 2007. 1:00-5:00pm ET. The National Literacy Summit Webcast will convene global thought leaders to discuss and demonstrate how technology drives the definition of literacy and learning required in a competitive global economy. For more information, [click here](#).

[Crossing Borders and Boundaries: Re-Envisioning Education Philanthropy for a New Era](#), October 17-19, 2007, Hyatt Regency Tamaya Resort, Tamaya, NM. Grantmakers for Education's conference will include case studies, explore ways that foundations can identify new paths for philanthropy to encourage bolder action in education, and convene funders who want to influence public policy.

[Make a Difference, Shape the Future: The 2007 National Even Start Association Conference](#), October 28-30, 2007, Bahia Resort Hotel, San Diego, CA. The conference includes concurrent sessions related to early childhood education, adult education, parenting education, interactive literacy, and program management and evaluation.

[Sixth Annual Celebrate Our Rising Stars Summit](#), October 29-31, 2007, the Hilton Washington, Washington, DC. Summit VI will provide educators at every level with information, best practices, and research through informative sessions from engaging speakers and field experts; and allow educators to connect and dialogue with policymakers at the local, state, and national levels.

National Conference on Safe Schools and Communities, October 29-31, 2007, Hotel Washington, Washington, DC. The conference is intended to be an informed and creative conversation and forum for debate about youth development and making schools safer, while encouraging partnerships among public, private, and not-for-profit enterprises. In addition, the conference is intended to elevate awareness among policymakers and the general public concerning violence in schools.

Leadership for Change: A Nation without Dropouts, October 31-November 4, 2007, The Hyatt Regency Atlanta, Atlanta, GA. The conference offers youth advocates illuminating ideas, innovative programs, and evidence-based methods to address the dropout crisis. Keynote speakers will include First Lady Laura Bush, and CEO of the Corporation for National and Community Service, David Eisner.

Literacy Grows Family and Communities: The 17th Annual National Conference on Family Literacy, March 30 – April 1, 2008, Galt House Hotel and Suites, Louisville, KY. The National Conference on Family Literacy is t a comprehensive event for educators, community leaders, philanthropists and government officials dedicated to family literacy. Now in its 17th year, the conference draws participants from every state in the country, as well as international attendees from countries such as Canada, Mexico, New Zealand, Pakistan and South Africa. [Click here](#) for more information or to submit proposals for session presentations.

RECENT NEWS ARTICLES

DREAM Act Focuses on Children of Illegal Immigrants, by Kelly Schmitz, The Daily Athenaeum, October 3, 2007. Legislation to aid the children of illegal immigrants is unlikely to see a vote in the Senate anytime soon. Legislation similar to the DREAM Act had existed in several forms in the past, but it has never been brought to a vote in the House or the Senate.

The New Affirmative Action, by David Leonhardt, The New York Times, September 30, 2007. Since affirmative action began in the mid-1960s, it has had both an explicit role and an implicit one in American life. Explicitly, it has been about race and, to a lesser degree, sex — a policy to make up for centuries of oppression and to ensure diversity. But there has always been a broader notion to affirmative action, linking it to the self-image of American universities.

Why Teach for America, by Negar Azimi, The New York Times, September 30, 2007. Seventeen years after its inception, Teach for America has become the gold standard of public service, proof that teaching in public schools can be prestigious, even glamorous.

A Humane Way to Open Country's Door, by Raul Reyes, USA Today, September 28, 2007. At a time when major immigration reform has failed, a modest, humane approach is being promoted. Though the legislation has bipartisan support, opposition is already mobilizing.

The Next Generation of Antipoverty Policies, The Future of Children, Volume 17, Number 2, Fall 2007. The Future of Children takes a look at improving the education of children living in poverty and reducing poverty through preschool interventions.

With Immigrants, Districts Balance Safety, Legalities, by Mary Ann Zehr, Education Week, September 10, 2007. Amid stepped-up federal efforts to curb illegal immigration, some school districts with large numbers of immigrant students are crafting new policies intended to balance cooperation with federal officials, protect student privacy, and ensure the safety of students during enforcement operations.

RECENT REPORTS

[The Nation's Report Card: Mathematics and Reading 2007](#), the US Department of Education, **September 25, 2007**. National test scores for 4th- and 8th-graders show modest improvements in math, but flat scores in reading. Many educators have said the 2007 results would, for the first time, show whether No Child Left Behind is having an impact. You may view the [webcast](#) archive of the 2007 mathematics and reading assessments release event, held September 25 in Washington, DC, and also read about [preparations for NAEP 2008](#) that are now underway.

[The Changing Racial and Ethnic Composition of U.S. Public Schools](#), by Rick Fry, Pew Hispanic Center, **August 30, 2007**. This analysis shows that while white students are becoming less isolated from minority groups, black and Hispanic students are becoming slightly more isolated from white students due to the increase in the minority population in the United States.

[Adult English Language Instruction in the United States: Determining Need and Investing Wisely](#), by Margie McHugh, Julia Gelatt, and Michael Fix, Migration Policy Institute, **July 2007**. This report offers first-time estimates of the numbers and costs to provide English language instruction to legal and unauthorized immigrant adults. It also provides direction on how to strategically expand instructional services to meet existing English instruction needs. The authors note that investing in the human capital of immigrants leads to increased tax revenues, lower social welfare payments, and improved educational and workforce outcomes among immigrants and their children.

[Engaging Parents in Education: Lessons from Five Parental Information and Resource Centers](#), U.S. Department of Education, **June 2007**. This series identifies innovative and successful education programs across the country that are closing the achievement gap. Of special interest to those working with foreign-born parents are the sections entitled "Understanding the Audience" and "Connecting with Hard-to-Reach Parents."

[How Far Behind in Math and Reading are English Language Learners?](#), by Richard Fry, Pew Hispanic Center, **June 6, 2007**. This study summarizes an analysis of recent data from standardized testing around the country, which shows that English language learners (ELL) are among those farthest behind. The analysis shows that about 51 percent of 8th-grade ELL students are behind whites in reading and math; in the 4th grade, 35 percent of ELL students are behind in math, and 47 percent are behind in reading when compared with their white counterparts. The implications of this data are discussed.

[After-School Institutions in Chinese and Korean Immigrant Communities: A Model for Others?](#), by Min Zhou and Susan S. Kim, University of California, Los Angeles, **May 2007**. In the United States, the academic success of children of Chinese and Korean immigrants usually is attributed to either their culture or the U.S. immigration system, which favors skilled migrants. This study compares the after-school institutions in these communities to explain the effect of ethnicity on educational outcomes.

[Adult Literacy Education in Immigrant Communities: Identifying Policy and Program Priorities for Helping Newcomers Learn English](#), by Ted Wang, Asian American Justice Center, **March 6, 2007**. This report explores the pressing language barriers facing an estimated 2.23 million adults in this country who are Limited English Proficient (LEP) – and how best to solve them. Long waiting lists, overcrowded classrooms, programs of uneven quality, and a lack of a national strategy to address these issues characterize immigrants' barriers to high-quality adult literacy programs.

AUDIO RESOURCES

[\\$17.2 Million Awarded in Grants to Help Hispanic-Serving Institutions](#), **The US Department of Education, September 26, 2007.** U.S. Secretary of Education Margaret Spellings announced the award of 30 new grants totaling \$17.2 million to benefit colleges and other post-secondary schools that enroll a high percentage of Latino students.

[\\$7.5 Million in Grants Awarded to Six States to Study Improved Student Assessments under No Child Left Behind](#), **The US Department of Education, September 25, 2007.** U.S. Secretary of Education Margaret Spellings announced almost \$7.5 million in grants to six states to explore ways to implement better assessments of student progress beyond the testing procedures required under the No Child Left Behind Act. The congressionally-mandated program is especially aimed at upgrading evaluations of students with disabilities and those with limited English proficiency.

[Essayists Reflect on Studies of Language and Life](#), **by Talk of the Nation, NPR AUDIO, September 24, 2007.** Tom Miller, editor of "How I Learned English," discusses his collection of essays from prominent Latino-Americans about how they mastered the quirks of the English language.

[School Choice and Self-Selected Segregation](#), **Talk of the Nation, NPR AUDIO, September 24, 2007.** In 1957, nine black students made history when they enrolled at a previously all-white high school in Little Rock, Arkansas. Now 50 years later, some parents are choosing schools for their children that are segregated by practice.

[Barriers Abound for Immigrants Learning English](#), **by Jennifer Ludden, All Things Considered, NPR AUDIO, September 11, 2007.** Immigrants' English skills are often part of the U.S. debate over foreign workers. Demand for English classes far outstrips supply, even as work, family duties, and other obstacles stand in the way of efforts to master a new language.

RESOURCES OF INTEREST

[Human Trafficking of Children in the United States: A Fact Sheet for Schools](#), **The U.S. Department of Education, last updated August 6, 2007.** This two-page resource explains how human trafficking affects schools and identifies how to report suspected trafficking crimes.

[Developmental Outcomes and Assessments for Young Children: Testimony Presented to the National Research Council](#), **by Fasaha Traylor, July 2007.** Foundation for Child Development Senior Program Officer Fasaha Traylor makes the case that the first appropriate time to assess the outcomes of early childhood programs (birth to five) for accountability purposes is at the end of the third grade.

[Public Forum on Developmental Outcomes and Assessments for Young Children](#), **by the Board on Children, Youth, and Families, July 6, 2007.** Podcasts of presentations for the July 6th Head Start meeting are available at the website of the Board on Children, Youth, and Families Division of Behavioral and Social Sciences and Education.

[Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#), **The Institute of Education Sciences, July 3, 2007.** This NCEERA Practice Guide is the first in a series of IES guides in education that are developed by a panel of experts. The guides are intended to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single intervention or programs.

[The Institute of Education Sciences' What Works Clearinghouse](#) collects, screens, and identifies studies of effective educational interventions. Current topics of interest to those working with refugees are dropout prevention and English language learners.

[DisabilityInfo.Gov](#) introduces a new state and local resources feature to assist visitors in locating disability-related information close to home. The resources are arranged in nine subject areas: benefits, civil rights, community life, education, employment, health, housing, technology, and transportation.

CONTACT US

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