

# HEAD START REAUTHORIZATION: ENHANCING SCHOOL READINESS FOR HISPANIC CHILDREN\*

By Miriam E. Calderón\*\*

## OVERVIEW

This year, the 109th Congress is working to reauthorize\*\*\* the Head Start Act. Head Start is the federal program that provides low-income children with a high-quality early education. The pending renewal of Head Start is a critically important issue for the Latino\*\*\*\* community and the program as a whole. Research shows that many Hispanic children are inadequately prepared for the first day of kindergarten. For example, findings from the Early Childhood Longitudinal Study (ECLS) reveal that nearly half (49%) of Hispanic English-speaking children do not recognize letters at the start of kindergarten, compared to one-quarter (26%) of White children.<sup>1</sup> The Head Start program can play an important role in reversing this negative trend. In addition, the future of Head Start is increasingly linked to the success of Latinos, who represent a large and growing share of children eligible to participate in the program. In fact, Latinos account for more than one-third (34%) of all eligible children.<sup>2</sup> Thus, how they fare in Head Start has important implications for the continued effectiveness of the program. Policy-makers should take the opportunity afforded by Head Start reauthorization to increase the participation of Latino children in the program and strengthen the quality of program services for Hispanic children and their families.

In 2003, the Head Start Act was scheduled for reauthorization. That same year, legislative proposals to renew the program passed both the U.S. House

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\* This white paper was funded in part by grants from the Gerber Foundation, the W. K. Kellogg Foundation, and the David and Lucile Packard Foundation. The findings and conclusions presented here are those of the author and NCLR alone, and do not necessarily reflect the opinions of the funding source(s). Permission to copy, disseminate, or otherwise use information from this paper is granted, provided that appropriate credit is given to the National Council of La Raza (NCLR).

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\*\*\* A reauthorization is an opportunity for Congress to make changes to statute for existing and previously approved programs.

\*\*\*\* The terms "Hispanic" and "Latino" are used interchangeably by the U.S. Census Bureau and throughout this paper to identify persons of Mexican, Puerto Rican, Cuban, Central and South American, Dominican, Spanish, and other Hispanic descent; they may be of any race.

of Representatives and the Senate Committee on Health, Education, Labor, and Pensions; however, the reauthorization process was stalled. While there were differences among lawmakers regarding how to improve the program, there was agreement on the need to focus on the priorities of the Hispanic community. As a result, key provisions were included in the House and Senate bills which would address access and quality issues for Latino children. This year, the National Council of La Raza (NCLR) hopes to build on the provisions included in these recent legislative proposals, and to help shape the reauthorization debate in order to address the school readiness needs of Hispanic children. To achieve this, NCLR has prepared this white paper which discusses challenges for Latino, limited-English-proficient (LEP), and farmworker\* children; examines key provisions of recent U.S. House and Senate legislative proposals that address Latino priorities; and provides policy recommendations for Head Start reauthorization.

## **HISPANIC CHILDREN IN THE UNITED STATES**

Latino children represent a large and growing segment of the U.S. child population. Currently, they account for more than one in five (22%) of all children under the age of five.<sup>3</sup> Moreover, over the next several decades these children will represent a larger share of the child population. In fact, between 2005 and 2050, the population of Latino children under the age of five is expected to increase by 146%, outpacing the growth of Black and Asian American children under the age of five (131% and 54%, respectively).<sup>4</sup> These demographic trends are increasingly changing the fabric of our nation's schools. Today, Latino children account for 17% of children enrolled in K-12 schools, up from 10% in 1986.<sup>5</sup> Taken together, these data suggest that the overall effectiveness of our schools and early childhood programs, such as Head Start, is inextricably linked to the success of Latino children.

In addition, the 2000 Census revealed an important finding about the Latino child population; they no longer live in a handful of states. While Latino children continue to have a large and growing presence in "traditionally large" Hispanic states such as California, Texas, and New York, they are no longer concentrated in these states. Over the last decade many Southeast and Midwest "emerging" Hispanic states have experienced large increases in the Latino child population. For example, North Carolina, Arkansas, and Georgia experienced the largest increases in Latino children

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\* Term refers to children whose families are engaged in row and tree agricultural farm labor.

under the age of four, far outpacing growth in "traditionally large" states (see Table 1). Thus, many Hispanics have settled in areas where their presence had previously been virtually invisible.

<b>TABLE 1</b> <b>TOP 10 STATES WITH THE FASTEST</b> <b>GROWING LATINO CHILD POPULATION AGES 0-4 BY</b> <b>PERCENT GROWTH, 1990-2000</b>	
State	Percent Growth
1.North Carolina	417.3
2.Arkansas	392.2
3.Georgia	342.2
4.Tennessee	339.2
5.Alabama	260.8
6.Nevada	238.5
7.South Carolina	194.0
8.Kentucky	193.2
9.Iowa	187.0
10.Minnesota	159.7

Source: U.S. Census Bureau, 2000 Census.

**BACKGROUND**

Established in 1965, Head Start is a federal-to-local grants program, providing funds directly to communities to deliver comprehensive educational and developmental services to low-income young children. Today, Head Start operates on a \$6.8 billion annual budget and funds approximately 1,800 grantees, which serve close to one million children throughout the nation.<sup>6</sup> Entities receiving Head Start funds include public agencies, private non profit and for-profit organizations, Native American tribes, and school systems. Since its inception, Head Start has been committed to serving children with disabilities and hard-to-reach populations such as Native American and farmworker children.

The largest proportion of Head Start funds are targeted to children ages three to five through the Regional Head Start (RHS) program. RHS programs offer a range of individualized services in the areas of education and early childhood development;

medical, dental, and mental health; nutrition; and parent involvement. The Migrant and Seasonal Head Start (MSHS) program, established in 1969, makes the above-mentioned services available to eligible migrant and seasonal farmworking families. In addition, MSHS extends services to infants and toddlers and helps to prevent serious health problems faced by exposure to pesticides and hazardous conditions associated with farm labor. In 1995, the Early Head Start (EHS) program was established to provide child development and family support services to pregnant women, infants, and toddlers. EHS was created because of the mounting evidence that the earliest years, from birth to three years of age, are crucial to children's development and later cognitive functioning.<sup>7</sup>

## **KEY ISSUES FOR HISPANICS**

The Head Start program is often referred to as our nation's premier early childhood education (ECE) program; it sets high standards for quality and provides a comprehensive array of services as noted above. Notwithstanding this, Head Start services for Latinos and LEPs should be improved in key areas, which can be categorized broadly as access and quality. These access and quality issues will be discussed in the following sections.

### ***Access: The children of migrant and seasonal farmworkers.***

In September 2001, the Department of Health and Human Services (HHS) released a report documenting that the MSHS program reaches 19% (31,400 out of 161,400) of eligible farmworker children.<sup>8</sup> Moreover, an examination of state-level participation reveals that the vast majority of states fail to reach one-third of their eligible farmworker children (see Appendix 1). These data are especially concerning given that farmworker children are often unable to access early childhood education and care services provided by states or local communities due to higher mobility rates and geographic isolation.

## **MIGRANT AND SEASONAL HEAD START**

Migrant and Seasonal Head Start (MSHS) programs are specifically designed to meet the unique challenges and opportunities faced by the children of farmworkers. The nature of farm labor often requires the need for round-the-clock services for these children and their families. In response, MSHS programs offer full and often extended day services, six days a week and holidays. Moreover, rather than operating on a typical school-year calendar, these programs operate based on the need for services during the harvest season, which typically requires remaining open during summers. In addition, many farmworking families are on the move for much of the year and need services in different states and locations. MSHS operates in 38 states and strives to coordinate services to mobile families as they migrate from state to state. Programs work to ensure that academic and medical records are transferred with the families and children and, when possible, that children are placed in a program after they move on.

Source: Migrant and Seasonal Head Start Program Fact Sheet, Migrant and Seasonal Head Start Association, 2003.

In addition, when the children of farmworkers are not fortunate enough to attend MSHS programs, they are often forced to accompany their parents into the fields while they work picking the fruit and vegetables that make their way to our supermarkets and dinner tables. While in the fields, these children are often exposed to dangerous pesticides and other occupational hazards that threaten their health and physical safety. Thus, access to Head Start for these children is also an important public health and safety issue. Policy-makers should make expanding the MSHS program to serve more children of farmworkers a priority for Head Start reauthorization.

***Access: Early Head Start.***

Data on the status of Latino infants and toddlers in the U.S. reveal that these children face significant obstacles to realizing their potential in the earliest years of life. Currently, there are more than two million Latinos under the age of three, accounting for approximately one in five of all U.S. children under the age of three.<sup>9</sup> Unfortunately, more than one-third (34%) of these children live in extreme poverty and roughly the same (31%) number are without health insurance.<sup>10</sup> In addition, data suggest that these children lack access to early learning opportunities. For example, it is estimated that Latino families with children under the age of three, on average, have 20 fewer books in their homes than White families.<sup>11</sup> Thus, EHS can play a critical role in mitigating the effects of poverty for Latino children and promoting their healthy development.

However, the EHS program serves too few Hispanic children. During the 2003-2004 program year, a mere 2.8% (22,115 out of 789,857) of eligible Hispanic families participated in EHS.<sup>12</sup> In addition, the program is largely unavailable to the children of migrant and seasonal farmworkers because MSHS grantees are ineligible to compete for EHS funds. This means that despite the fact that MSHS programs have served infants and toddlers since the program's inception, these grantees are excluded from critically important EHS training and technical assistance services and do not have the ability to provide services to pregnant women. Congress should work to expand the EHS program and make it available to MSHS providers.

***Quality: Linguistically- and culturally-appropriate services.***

Head Start has a long-standing commitment to integrating the culture of the local communities in which they operate into all aspects of the program. Notwithstanding this, the linguistic diversity of our nation's young children poses a new challenge for Head Start. Today, approximately 28% (297,057) of children who participate in Early and Regional Head Start are more comfortable with and speak a language other than English at home.<sup>13</sup> Moreover, the percentage of Spanish-speaking children in the program has steadily increased throughout the last decade. In 1993, 17.5% of Head Start children were Spanish-speakers.<sup>14</sup> By 2004, this percentage increased to 23%.<sup>15</sup> Taken together, these data suggest that Head Start must be increasingly responsive to the needs of LEPs, particularly Spanish-language-dominant children. However, according to a report conducted by HHS in April 2000, *Celebrating Cultural and*

*Linguistic Diversity in Head Start*,<sup>16</sup> the program should take more affirmative steps to better serve LEP families. For example, the report noted the following:

- **Head Start teachers do not integrate bicultural and multicultural classroom activities.** According to data yielded from surveys and site visits, grantees report an increase in the availability of multicultural materials that highlight Latino culture and history. Unfortunately, it was also noted that teachers do not use them in daily activities. In fact, in some instances teachers reported often not knowing what to do with the materials.
- **Language barriers prevent parental involvement and participation.** Data collected from focus groups and parent interviews found that while Latino parents are interested in accessing the services and activities provided by Head Start programs, language barriers prevent them from participating in these activities. For example, some staff noted barriers to parent involvement, such as: parents choose not to participate because teachers and program staff do not speak their language; parents lack knowledge of parent activities because information is only available in English; and translators are not consistently available at every site or at every meeting.

Congress should work to improve the quality of Head Start educational and family services for LEPs and their families. This can be achieved by disseminating best practices and providing increased training and technical assistance to programs, particularly in "emerging" Hispanic states. Head Start programs operating in these communities often lack experience and expertise in providing services to Hispanic and LEP children and their families.

***Quality: Linguistically- and culturally-appropriate assessments.***

The research on appropriate assessments for young LEP children is in the nascent stage. Consequently, there is a paucity of appropriate ECE assessment tools for these children. Notwithstanding this, certain factors are known to be important considerations for testing young LEPs, including the use of multiple measures to look at language use over time and accounting for sociolinguistic variety in the design of Spanish-language assessment tools.<sup>17</sup> Moreover, the research is clear regarding the importance of using bilingual assessors who speak the language of the LEP child being assessed.<sup>18</sup> Unfortunately, a recent initiative by the Head Start Bureau (HSB), the Head Start National Reporting System (NRS) — a uniform, standardized test administered twice a year to all four-year-olds in the program — includes a Spanish-language measure that fails to incorporate the research-based recommendations noted above. For example, HSB does not require programs to utilize bilingual assessors for the purposes of administering the NRS. Thus, if an LEP child answers a question correctly in a language other than the language of the assessor, there exists a possibility that the assessor will fail to understand the child and not give credit for a correct answer.

Also, the Spanish-language measure is not appropriate for all Spanish speakers. A child in New Mexico, for example, may point to a picture of a "cup" and answer correctly in Spanish by saying "taza." Conversely, a child in New York City could point to the same picture of a "cup" and answer correctly in Spanish by saying "vaso." The NRS does not provide for this type of variety in a child's home language and, as a result, the child in New Mexico would not be credited for giving a correct answer.

The inappropriateness of the NRS Spanish-language assessment causes multiple challenges for promoting the school readiness of Hispanic children. Foremost, it can serve to exacerbate the difficulties in providing Hispanic children with effective linguistically- and culturally-relevant pedagogy and yield inaccurate information about these children's skills and abilities. Further, inappropriate assessments can drain essential program resources that could be better spent on the design of more effective LEP measures and training for program staff on appropriate protocols for assessing these children. In addition, it is of particular concern that the NRS could have the collateral effect of creating a disincentive for Head Start to serve LEPs. HSB has stated its intent to incorporate child outcome information yielded from the NRS into future Head Start program monitoring reviews.<sup>19</sup> Given the problems with the Spanish version of the test, the potential exists for programs to conclude that serving LEPs is not worth the risk of facing possible corrective action. Policy-makers should place Head Start on a path to a sound assessment and accountability system that truly promotes quality academic services for all children, including for LEPs.

***Quality: Teacher preparation.***

Recent studies underscore the importance of providing Latino and LEP children with access to bilingual teachers in order to enhance academic and school readiness outcomes. For example, a study that examined the transfer of language skills from English to Spanish among young LEPs supports "the practice of providing literacy instruction in Spanish to Spanish-speaking LEPs as a means of helping them acquire literacy skills in English."<sup>20</sup> However, there is evidence suggesting that ECE programs, including Head Start programs, struggle to recruit teachers with the language skills to implement research-based instructional strategies for LEPs. For example, one survey of state administrators of early childhood programs found that administrators reported the lack of Latino or bilingual staff and the lack of sufficient preparation and training of preschool professionals as the most urgent challenges in serving Latinos.<sup>21</sup>

Unfortunately, reauthorization proposals could further exacerbate this problem of recruiting well-prepared Hispanic or bilingual teachers. In response to quality concerns, policy-makers seek to require Head Start teachers to possess a bachelor's degree. Given that Hispanics have low rates of college attainment,<sup>22</sup> a bachelor's degree mandate could cause Hispanic teachers to be less likely to remain in the Head Start teacher pool.

### **HISPANIC HEAD START TEACHER'S PROJECT**

In 1999, the Head Start Bureau launched the Head Start Higher Education Hispanic/Latino Service Partnerships program to support the development of education and training models between institutions of higher education and Head Start agencies. In Oregon, these funds have supported *Un Puente al Futuro: Educating Head Start Teachers and Staff of Latino Children*, a partnership between a local Migrant and Seasonal Head Start Agency and Portland Community College (PCC). The goal of the program is to assist Latino teachers in obtaining an associate's degree in Early Childhood Education (ECE). PCC offers ECE classes at various language levels for limited-English-proficient (LEP) individuals. Four beginning classes are offered in Spanish so students working toward associate degrees in ECE can begin learning ECE content while they simultaneously begin to learn English. Additional classes are offered bilingually with simultaneous translation. This allows students to complete their homework in their first language, and also allows Spanish-speaking and English-speaking students to communicate more fully with others in class. Advanced classes are offered only in English but with simultaneous English-language support. In addition, students receive mentoring and tutoring support and assistance with tuition and books. Upon completion of the program, LEP students have developed English-language skills that allow them to pursue additional degrees and continue their education.

Source: Grant Evaluation Report, *Un Puente al Futuro: Educating Head Start Teachers and Staff of Latino Children*, Technical Assistance for Community Services, Portland, Oregon: August 2003. Additional citation: Conversation with Amy J. Potter, Hispanic Head Start Services Project Coordinator, Portland Community College, July 2003.

In addition, higher teacher education mandates have already resulted in significant changes in the roles and responsibilities of Hispanic Head Start teachers. According to anecdotal reports from NCLR's network of Latino-serving community-based providers, Hispanic and bilingual staff faced difficulties in completing an associate's degree, which was required in the 1998 reauthorization for 50% of all Head Start teachers. As a result, Hispanic and bilingual staff remained in Head Start classrooms working as teachers' assistants rather than as lead classroom teachers. This phenomenon is not optimal for improving the quality of academic services provided to Latino and LEP children. The role of a teacher's aide limits opportunities for Hispanic and bilingual staff to make decisions regarding appropriate pedagogy and curriculum and to drive instruction for Latino children. Further, these changes suggest that Hispanic and bilingual staff may be vulnerable to a further ratcheting up of Head Start teacher degree requirements. Indeed, if these teachers struggled to meet associate's degree mandates, and as a result were demoted to teacher's aide positions, proposals to further increase teacher qualifications could have the unintended consequence of creating few opportunities for Hispanic and bilingual staff to work with Head Start's diverse families.

Clearly, the research states that ECE teachers with college degrees positively impact outcomes for children.<sup>23</sup> Thus, raising teacher qualifications standards is a laudable goal for the Head Start program. However, the research is also clear in that fact that it is important to build on the home language of LEP children to prepare them for kindergarten. Therefore, qualified teachers with a variety of language skills,



particularly in Spanish, must be available in the Head Start teacher pool. Currently, there are significant challenges to achieving this. Foremost, there is not a system in place, comparable to the K-12 system, to recruit bilingual ECE teachers and to build capacity in teacher colleges of education for preparing bilingual ECE staff. Further, efforts to require college degrees in a relatively short period of time may cause minority staff to exit the field. There is evidence from Head Start and state preschool programs' efforts to increase teacher education requirements showing that Hispanic teachers need more time to complete college degrees than what is typically afforded by policy-makers.<sup>24</sup>

Congress should provide resources for recruiting and retaining bilingual, bicultural teachers, including assisting bilingual assistant teachers in meeting certification and degree requirements. In addition, there should be improved data collection on how increased teacher degree requirements affect diversity in the Head Start teacher pool.

## **RECENT LEGISLATION TO REAUTHORIZE HEAD START**

In 1998, the renewal of Head Start resulted in modest improvements to the program for Latino children. The revised law required new grantees to demonstrate capacity for serving LEPs and included progress toward acquisition of the English language in the performance standards.<sup>25</sup> In addition, the 1998 reauthorization broadened the scope of the Migrant Programs Branch to include the children of seasonal farmworkers. Taken together, these provisions improved Head Start for LEP and farmworker children. Recent U.S. House and Senate legislative proposals introduced in the 108th Congress to renew Head Start look to further build on these accomplishments. Specifically, the key provisions that address Hispanic access and quality issues included in the "School Readiness Act of 2003" (H.R. 2210) and the "Head Start Improvement for School Readiness Act of 2003" (S. 1940) are outlined in the following sections.

### ***"School Readiness Act of 2003" (H.R. 2210)***

In July 2003, the U.S. House of Representatives passed H.R. 2210. This legislation made great strides in increasing access to the Head Start program for Hispanic children. More specifically, H.R. 2210 included:

- A modest funding increase to expand MSHS to serve close to an additional 2,500 children. While it was problematic that these expansion funds were offset from cuts to training and technical assistance resources, this was a laudable effort on the part of key members to address the needs of the children of farmworkers.
- An accountability mechanism that works to ensure that the child demographics documented in annual community assessments conducted by Head Start providers are reflected in the program's enrollment.
- An opportunity for MSHS to be eligible to compete for EHS grants.

***"Head Start Improvements for School Readiness Act of 2003" (S. 1940)***

In October 2003, the Senate Committee on Health, Education, Labor, and Pensions passed S.1940 by a unanimous vote. This bill addressed MSHS program expansion and included several provisions that strengthen the quality of Head Start academic and family services for LEP populations. More specifically, S. 1940 included:

- An authorization level of not less than 5% of the annual Head Start appropriation to be directed to the MSHS program.
- An increase in the authorization level for EHS, and eligibility for MSHS programs to compete for EHS funding and be a part of the EHS training and technical assistance system.
- A study on the status of services to LEP children and their families in RHS and EHS programs.
- Various amendments to current law which strengthen academic and family services provided to LEP populations, including enhanced standards for LEP educational outcomes and consistency in current law with regard to the definition and reference to LEP children and their families.

**POLICY RECOMMENDATIONS**

NCLR recommends that Head Start reauthorization increase access to and quality of services to Hispanic children. More specifically, Congress should work to:

**Promote access to Head Start for Hispanic children by:**

1. **Increasing access to Head Start for the children of migrant and seasonal farmworkers.** The most critical issue facing MSHS programs is the severe funding shortfall. Currently, the funding of MSHS is at the discretion of the Secretary of HHS, and programs have never received more than 4% of the funds appropriated annually. NCLR recommends that a minimum of 5% of the annual Head Start appropriation be designated for MSHS expansion. This will allow MSHS to serve a minimum of 10,000 more children, and will help place MSHS programs on a path to a secure, reliable funding source. The "Head Start Improvements for School Readiness Act of 2003," S.1940, authorized a minimum of 5% of the annual Head Start appropriation to be directed to MSHS programs. This provision should be retained in the Senate legislation and included in the House reauthorization bill.
2. **Expanding Early Head Start.** Early Head Start has shown great promise in helping families support the development of their children from birth. Unfortunately, this valuable program is available to only a small fraction of the eligible population, particularly among Latinos. Moreover, it is largely unavailable to the migrant and seasonal farmworker community. NCLR recommends that the House legislation adopt the authorization levels of EHS included in S. 1940. In addition, the House and Senate bills should retain language allowing for MSHS programs to compete for EHS grants and be part of the EHS training and technical assistance system.

**Improve the quality of Head Start services to LEP families by:**

- 1. Strengthening the education component of Head Start.** For Latinos, quality instruction begins with well-prepared teachers who possess the linguistic skills to implement research-based instructional approaches and bridge language differences with LEP parents. NCLR recommends that House and Senate reauthorization legislation authorize a bilingual teacher career ladder program. This would provide resources to institutions of higher education, particularly those located in rural communities, with the resources to recruit bilingual teachers and enhance their capacity for effectively preparing teachers to serve young LEP children and their families.
- 2. Promoting a sound, quality Head Start assessment system, particularly for LEP children.** A sound assessment system is an essential component of quality education programs. The reauthorization of Head Start should work to promote the development of effective and appropriate assessments for ELLs and mitigate harmful assessments that mask the skills and abilities of these children. To achieve this, NCLR recommends that Congress postpone the Head Start National Reporting System until the National Academy of Sciences can advise on appropriate assessments and testing protocols, including for LEP children.
- 3. Enhance quality of Head Start services for Latinos and LEPs, particularly in "emerging" Latino communities.** Beyond access to the program, Head Start must be effective for Latino and LEP children and their families. This means that providers must understand how to deliver linguistically-and culturally-appropriate academic and family services. NCLR recommends that the reauthorization include establishing a national clearinghouse to disseminate information on effective instructional strategies, curricula, pedagogy and research, and appropriate assessments for young LEP children. In addition, the reauthorization should create a new demonstration program to investigate and disseminate best practices in providing high-quality services to LEP children and their families. Lastly, the provision requiring a study of the status of Head Start services to LEP populations should be retained in the Senate legislation and included in the House reauthorization bill.

## **CONCLUSION**

The changing demographics of our nation suggest that in order for Head Start to remain a model for early education, it must take affirmative steps to address the needs of diverse families. In the last decade, Head Start has made improvements to increase access to the program for Latino children, who have historically been underrepresented. Head Start should build on these previous efforts and eliminate the participation gap for Latinos through increased accountability and monitoring at the local level. In addition, the program should be more available to Hispanic infants and toddlers and the children of farmworkers.

Moving beyond access, the quality of Head Start services must be strengthened to reflect the unique needs of Latino families. This is particularly critical in the academic component of Head Start. There is mounting research regarding appropriate educational strategies for preparing LEP children for the first day of kindergarten. The Head Start program should continue to lead the early education field by preparing a qualified teacher corps to implement these strategies in the classroom and provide linguistically- and culturally-appropriate services to diverse families.

The reauthorization of the Head Start Act will shape early education for years to come, including for Latinos. A key component of the continued effectiveness of the program is the inclusion of policies in the pending reauthorization which positively impact Latino children and their families.

**NUMBER OF HEAD START-ELIGIBLE MIGRANT AND SEASONAL FARMWORKER CHILDREN, AND NUMBER AND PERCENTAGE OF THOSE SERVED, IN THE U.S. AND BY ALL STATES, 2001**

	Eligible	Served	Percentage Served
<b>U.S.</b>	<b>161,639</b>	<b>31,400</b>	<b>19%</b>
Alabama	1,259	261	21%
Alaska	No Data	No MSHS Services	NA
Arizona	5,545	684	12%
Arkansas	2,556	391	15%
California	46,972	4,872	10%
Colorado	3,196	675	21%
Connecticut	528	0	0%
Delaware	121	30	25%
Florida	11,191	4,814	43%
Georgia	2,970	270	9%
Hawaii	No Data	No MSHS Services	NA
Idaho	4,103	732	18%
Illinois	3,085	520	17%
Indiana	1,655	361	22%
Iowa	1,491	0	0%
Kansas	1,539	0	0%
Kentucky	869	0	0%
Louisiana	2,092	60	3%
Maine	270	112	41%
Maryland	397	138	35%
Massachusetts	482	0	0%
Michigan	3,317	1,565	47%
Minnesota	1,618	541	33%
Mississippi	1,909	0	0%
Missouri	1,615	0	0%
Montana	1,293	0	0%
Nebraska	1,491	105	7%
Nevada	499	0	0%
New Hampshire	128	0	0%
New Jersey	998	216	22%
New Mexico	1,546	0	0%
New York	1,177	489	42%
North Carolina	2,419	821	34%
North Dakota	1,057	184	17%
Ohio	2,729	712	26%
Oklahoma	1,901	0	0%
Oregon	9,044	2,619	29%
Pennsylvania	1,856	313	17%
Rhode Island	67	0	0%
South Carolina	1,716	463	27%
South Dakota	697	0	0%
Tennessee	830	241	29%
Texas	15,730	5,200	33%
Utah	590	542	92%
Vermont	55	0	0%
Virginia	902	264	29%
Washington	13,946	2,604	19%
West Virginia	83	0	0%
Wisconsin	1,782	394	22%
Wyoming	323	207	64%

Source: Head Start Bureau, Descriptive Study of Seasonal Farmworker Families, Washington, DC: U.S. Department of Health and Human Services, September 2001. Percentages calculated by NCLR.

## ENDNOTES

1. U.S. Department of Education, National Center for Education Statistics, *Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*, Base year public use and First Grade Restricted-use data files.
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11. PowerPoint presentation, *Does Disadvantage Start at Home? Racial and Ethnic Disparities in Early Childhood Home Routines, Safety, and Educational Practices Resources*, presented at the NCLR Latino Birth-to-Three Agenda Advisory Committee Meeting on April 22, 2005 by Glenn Flores, MD, Department of Pediatrics, Medical College of Wisconsin and Children's Hospital of Wisconsin; Department of Pediatrics & Research, American Academy of Pediatrics.
12. Percentage calculated by NCLR using data from the U.S. Census Bureau, Current Population Survey March 2004; Annual Social and Economic Supplement and unpublished data from the Early Head Start Program Information Report, 2003-2004, provided by the Head Start Bureau, U.S. Department of Health and Human Services.
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