

## National Task Force on Early Childhood Education for Hispanics

*Para Nuestros Niños*  
Annotated Bibliography

### Theme: *Other*

Coalition for Asian-American Children and Families, The (2004). *Hidden in Plain View: An Overview of the Needs of Asian American Students in the Public School System*. New York, NY: The Coalition for Asian-American Children and Families.

This report is the first-ever major report addressing the issues faced by Asian American students striving and struggling to get an education in New York City public schools.

This report provides data and recommendations to policy makers; information for families and advocates; and opens a new dialogue on how schools can collaborate with Asian American community organizations to increase parent involvement and improve both the academic and informal education received by students.

Denton-Flanagan, K., & West, J. (2004). Children born in 2001: First results from the base year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). National Center for Education Statistics, U.S. Department of Education.

This report provides descriptive information about children born in the United States in 2001. It presents information on certain child and family characteristics, on children's mental and physical skills, on children's first experiences in child care, and on the fathers of these children. The report profiles data from a nationally representative sample of children at about 9 months of age both overall, and for various subgroups (i.e., male and female, children from different racial/ethnic groups, and children living in different types of families).

García, E. (2001). *Hispanic education in the United States: Raíces y alas*. Lanham, MD: Rowman & Littlefield Publishers.

In this book, the author portrays what works in creating better educational opportunities and effective school reform. He also offers a telling reflection on the bicultural experience of minority groups in the U.S. Culture is an asset in any individual's educational attainment. Garcia shows how and why our educational reforms therefore must seek to build upon rather than downplay the native culture and language of minority students. Poignant stories from the author's life--and from many other teachers and students--make this a vital book for the university classroom, and for any reader interested in the rapidly changing dynamics of America's schools.

García-Coll, C., & Szalacha, L. (2004). The multiple contexts of middle childhood. In R. Behrman (Ed.), *The Future of Children*, 14(2), USA: Princeton University and the Brookings Institution.

This article provides a conceptual model of child development that incorporates the contextual, racial, and cultural factors that play critical roles for children who are not part of mainstream society.

Judge, S. (2004). *Digital equity: New findings from ECLS-K*. Paper presented at American Educational Research Association annual meeting, April 12, 2004, San Diego, CA. This study examines young children's differential access to computers in school and home and the varying conditions that affect how children experience computers. The sample consists of 9,840 public school children from the ECLS-K database who attended kindergarten and first grade.

Montemayor, R., & Mendoza, H. (2004). *Right before our eyes: Latinos past, present, and future*. Tempe, AZ: Scholarly Publishing. This book explains how and why Latinos are a growing and significant economic engine in the US. Authors describe the contributions, changes, the near- and long-term impacts Latinos have had and will have on America at every level: history, business, arts and culture. Politics and government, the judiciary, the military, and every other major element that contributes to society.

Santiago, D. & Brown, S. (2004). *Federal policy and Latinos in higher education: A guide for policymakers and grantmakers*. Lumina Foundation for Education & Pew Hispanic Center. The purpose of this brief is to describe federal legislation and programs that support higher education and to assess Latino participation in these programs. While there are many programs at the state, institutional, and community levels that facilitate access to higher education for Latinos, the Higher Education Act (HEA) is the main policy vehicle for postsecondary education programs at the federal level.

Santibáñez, L., Vernez, G., Razquin, P. (2005). *Education in Mexico: Challenges and Opportunities*: RAND Corporation. This report is a comprehensive description of the education system in Mexico from pre-k to higher education. The main purpose of this document is to provide background information on the education system in Mexico in order to identify the main issues as well as the challenges associated with them, and to recommend the roles that the William and Flora Hewlett Foundation might most effectively play in the Mexican educational policy arena.

Scheffner Hammer, C. & Weiss, A. (1999). Guiding language development: How African American mothers and their infants structure play interactions. *Journal of Speech, Language, and Hearing Research*, 42, 1219-1233. This investigation explored how African American mothers and their infants at the single-word stage of development structured their play and communicated with one another. Six mother-child dyads of low SES and six of middle SES were observed at play.

Scheffner Hammer, C. & Weiss, A. (2000). African American mothers' views of their infants' language development and language-learning environment. *American Journal of Speech-Language Pathology*, 9, 126-140.

The purpose of this investigation was to develop an understanding of how African American mothers living in an urban setting in the South a) viewed their children's language development and b) structured their children's language-learning environment in general. Semi-structured interviews were conducted with six low-SES African American mothers and six middle-SES African American mothers.

Scheffner Hammer, C. (2000). "Come sit down and let Mama read": Book reading interactions between African American mothers and their infants. In J. Harris, A. Kamhi, & K. Pollock (Eds.), *Literacy in African American communities*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Most research conducted on the experiences and influences of mother-child interactions on child literacy development has been limited to White, middle-class families. This chapter reviews some of the emergent literature and studies that have examined mother-child home reading interactions of African American families.

U.S. Department of Education (2003). Issue brief: Racial/ethnic differences in the path to a postsecondary credential. Washington, D.C.: National Center for Education Statistics. This brief focuses on racial/ethnic differences in educational attainment. Student progress along the path from high school to a postsecondary credential is tracked, examining where in this path racial/ethnic differences arise. Three milestones that are traditional indicators of student progress are examined in this brief.

U.S. Census Bureau (2003). *The Hispanic Population in the United States: March 2002 Detailed Tables* (PPL-165). U.S. Dept. of Commerce, Economics and Statistics Administration, Bureau of the Census.

This report describes the Hispanic population in the United States in 2002, providing a profile of demographic and socioeconomic characteristics, such as geographic distribution, age, educational attainment, earnings, and poverty status. These characteristics are compared with those of the non-Hispanic White population, and because Hispanics are a heterogeneous group, variability within the Hispanic population is also discussed.

Vallejo, L. (2005). *Mexicana Perspectives: Cross-Cultural Schooling Experiences of Community College Students in Child Development*. University of California, Berkeley.

The author focused on the schooling experiences of four immigrants, female students attending community college and examines the implications of their schooling experience on their professional development.