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ORIGINAL

TRANSCRIPT OF PROCEEDINGS

UNITED STATES
COMMISSION ON CIVIL RIGHTS

In the Matter of:

FORUM ON EARLY CHILDHOOD)
EDUCATION ISSUES AND)
CIVIL RIGHTS.)

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TEXAS ADVISORY COMMITTEE
UNITED STATES COMMISSION ON CIVIL RIGHTS

In the Matter of:)
)
Forum on Early Childhood)
Education Issues and)
Civil Rights)

Saturday,
May 20, 1989
Clarion Hotel
Dallas, Texas

The above-entitled matter came on for hearing,
pursuant to notice at 10:00 a.m.

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P R O C E E D I N G S

1
2 CHAIRMAN CANALES: Ladies and gentlemen, this
3 meeting of the Texas Advisory Committee to the U.S.
4 Commission on Civil Rights will come to order. The purpose
5 of the meeting is to make a determination on civil rights
6 impacts -- the civil rights impacts of early childhood
7 programs. Specifically, the Committee is interested in
8 determining the extent to which such programs might affect
9 equal educational opportunities for minorities in Texas.

10 The Advisory Committee has invited state and
11 local education leaders; early childhood education experts;
12 community based organizations; and other concerned and
13 knowledgeable persons to provide information and
14 perspectives on the issues under consideration.

15 I am Adolph Canales, Chairman of the Texas State
16 Advisory Committee in Dallas, Texas. The Advisory Committee
17 receives information and submits reports to the Commission
18 in areas in which the Committee or any of its subcommittees
19 is authorized to study.

20 At this time, I will tell you we are very honored
21 to have as guests with us today two of the Commissioners of
22 the United States Commission on Civil Rights, and I wish to
23 introduce them at this time. There is Esther Buckley from
24 Laredo, Commissioner Buckley. And, Commissioner Sherwin
25 Chan from Los Angeles. And, we thank you all very much for

1 being here. At this time, I will stop for a minute and
2 allow you, Commissioner Chan, if you wish to say a few words
3 about the meeting.

4 COMMISSIONER CHAN: Mr. Canales, fellow
5 commission members, and Commissioner Buckley and
6 distinguished guests here, my name is Sherwin Chan. I am
7 the newly appointed Commissioner on the U.S. Commission on
8 Civil Rights.

9 Actually, I have only one thing to announce is
10 the U.S. Commission on Civil Rights has just established a
11 program. This program is called Asian Civil Rights Round-
12 table Conferences. These conferences are to be held in
13 three different localities; one in Houston; the next one is
14 in New York; the third one is in San Francisco. The Houston
15 round-table conference actually is starting next week in
16 Houston. And then, in June, there will be one in New York
17 City, and then in July, there will be one in San Francisco.

18 The reason for these round-table conferences is
19 to, using this approach, to crystalize all the Asian civil
20 rights issues. So, we in October of this year, we will have
21 a formal forum to discuss these critical issues. And, you
22 are urged to attend the Houston meetings or the New York or
23 San Francisco meeting and, of course, when I understood is I
24 am sorry to tell you you are on your own, because I'll bet
25 you it's very limited.

1 CHAIRMAN CANALES: Thank you very much,
2 Commissioner Chan. I am glad to have both of you here. Now,
3 I am going to introduce the members of the State Advisory
4 Committee at this time, and I guess I will start on my
5 right. To my right we have Dr. Manuel Pacheco, formerly of
6 Laredo, now of Houston. We have Professor Lino Graglia from
7 the University of Texas Law School in Austin. We have Lynn
8 Lipshy from Dallas, Texas. We have Dr. Denzer Burke from
9 Texarkana, the former Chairman of this Committee. We have
10 Dr. Thomas West, a Professor at the University of Dallas
11 here in Dallas. And, we have also Jose De Lara. We are
12 pleased to have him with us today. And then, Milton Tobian,
13 also from Dallas.

14 Also with us today are our staff members. We are
15 very pleased. Without them we couldn't put on these forums.
16 We owe them a lot and I wish to introduce John F. Dulles and
17 Arthur Palaches from the Western Regional Office in Los
18 Angeles. They are in charge of the Texas regional area.

19 Ladies and gentlemen, this forum is being held
20 pursuant to Federal Rules applicable to State Advisory
21 Committees and regulations promulgated by the U.S.
22 Commission on Civil Rights. The Commission on Civil Rights
23 is an independent agency of the United States Government
24 created by Congress in 1957 and re-established in 1983.

25 It is directed to investigate complaints alleging

1 that citizens are being deprived of their right to vote by
2 reason of their race, color, religion, sex, age, handicap,
3 or national origin or by reason of fraudulent practices; to
4 study and collect information concerning legal developments
5 constituting discrimination or denial of equal protection of
6 the laws under the Constitution because of race, color,
7 religion, sex, age, handicap or national origin or in the
8 administration of justice; and to appraise federal laws and
9 policies with respect to discrimination or denial of equal
10 protection of the laws; and to serve as a national
11 clearinghouse for information about discrimination and also
12 to submit reports, findings and recommendations to the
13 President and Congress.

14 I would like to emphasize that this is a
15 consultation. We call it a forum, also. This is not an
16 adversary proceeding. Individuals have been invited to come
17 and share with the Committee information with respect to the
18 subject of today's inquiry. Each person who will
19 participate has voluntarily agreed to meet with the
20 Committee.

21 Since this is a public meeting, the press and
22 radio and television stations, as well as individuals, are
23 welcome. Persons meeting with the Committee, however, may
24 specifically request that they not be televised. I don't
25 think we are in danger of any such thing this morning. In

1 this case, we will comply, of course, with their wishes.

2 --We are concerned that no defamatory material be
3 presented at this meeting with respect to individuals or
4 organizations. In the unlikely event that this situation
5 should develop, it will be necessary for me to call this to
6 the attention of the persons making these statements and
7 request that they desist in their action. Such information
8 will be stricken from the record, if necessary. If the
9 comments a person is offering, however, are of sufficient
10 importance, the Committee will hear the information. In
11 that event, the person against whom the allegations are made
12 will have ample opportunity to respond by making statements
13 before the Committee or submitting written statements, if
14 they so desire.

15 Every effort has been made to invite persons who
16 are knowledgeable in the areas to be dealt with here today.
17 In addition, we have allocated a time between 4 and 5 p.m.
18 today to hear from anyone who wishes to share information
19 with the Committee about the issues under study. The
20 Advisory Committee encourages parents, teachers and other
21 concerned members of the community to address the forum at
22 that time. Your remarks should not exceed five minutes, and
23 they must pertain to early childhood issues which relate to
24 civil rights.

25 Written statements will also be accepted by the

1 Committee for a period of 10 days following the adjournment
2 of this forum. Those wishing to participate in the open
3 session this afternoon or desiring to submit written
4 materials, contact the staff as soon as possible.

5 Ladies and gentlemen, I do urge everyone to sign
6 in if they haven't already outside and, particularly those
7 that are interested in participating in the open forum this
8 afternoon to also register with us and sign in. At this
9 time, we are going to begin with the formal presentations.
10 We are running a little bit behind time. At this time, we
11 are very glad to have with us Dr. Gloria Zamora. If you
12 would please sit over there, with the Intercultural
13 Development Research Association of San Antonio. Thank you
14 very much for being here today, Dr. Zamora.

15 TESTIMONY OF DR. GLORIA ZAMORA

16 DR. ZAMORA: Thank you. Good morning. Can I be
17 heard clearly? Thank you. Commissioners Chan and Buckley
18 and Chairman Canales and members of the Texas Advisory
19 Commission, I want to thank you first for the opportunity to
20 be able to testify before you today on this important issue.
21 I think you already know my background, so I am not going to
22 waste any time telling you any more about me, other than
23 just to say that early childhood education is one of my
24 primary interests and have spent all of my professional
25 career in that arena. I wish to commend you for holding

1 this forum today on this very critical issue of early
2 childhood education.

3 And, my remarks today will focus on three issues
4 as they relate to Hispanic children in Texas. I would like
5 to address briefly the need for quality early childhood
6 programs. Secondly, the first of access to early childhood
7 education programs. And, the right to an equitable quality
8 early childhood education program.

9 First of all, the need for quality early
10 childhood education programs. In a recent and very
11 excellent paper, the Counsel of Chief State School Officers
12 reported that several demographic shifts have occurred
13 recently that have created a greater need for early
14 childhood education and family services.

15 The first of these shifts is the dramatic rise in
16 the number of single parent families. By 1990, it is
17 estimated that only 40 percent of U.S. born children will
18 spend their entire childhood living with both parents.
19 Single parents need child care services if they are to work.
20 Children in these families in 1985 were five times as likely
21 to be poor. Additionally, children from single parent
22 families are twice as likely as children from two-parent
23 households to become school dropouts.

24 The second demographic shift involves the rise in
25 the number of working mothers. From 1970 to 1986, the

1 percentage of working mothers increased from 29 percent to
2 almost 55 percent, and that trend is projected to continue.
3 Additionally, there has been a 108 percent increase in the
4 number of working mothers with infants under one year of
5 age.

6 The third shift reported by the Council of Chief
7 State School Officers involves a changing economy, coupled
8 with a decline in the growth of real wages, which has
9 resulted in increased poverty. Child poverty has increased
10 during the 1980's. Between 1979 and 1985, the number of
11 children living in families with incomes less than half the
12 federal subsistence level, grew from 3.5 million to five
13 million.

14 Now, the reason I give you all this information
15 is that poverty is linked to school under-achievement. A
16 student from a low-income family is three times more likely
17 to drop out of school. Schools with high concentrations of
18 low-income students tend to have higher dropout rates. Each
19 year that a child lives in poverty increases the likelihood
20 that he or she will fall behind a grade level. In the
21 United States today, there are approximately 2.8 million
22 Hispanic children ages zero to six. And, another 2.6
23 million children ages seven to 13. Forty percent of
24 Hispanic children live in poverty.

25 There is a growing body of research that

1 indicates that economically disadvantaged children benefit
2 from early intervention. Thus, it is imperative that we; as
3 educators, parents and policy makers; do everything possible
4 to ensure that our youngsters, especially those who are of
5 low-income families, have access to quality early childhood
6 education programs in order to improve their life chances.

7 Now, I would like to spend just a few minutes
8 speaking about the right of access to early childhood
9 education. Across this country, fewer Hispanic three and
10 four-year-olds are enrolled in early childhood programs than
11 whites or blacks. Forty-three percent of the black three
12 and four-year-olds are enrolled in these programs, compared
13 to 39 percent for white, and 27 percent for Hispanic. Since
14 1985, Texas has offered public school pre-kindergarten
15 programs to four-year-olds who meet one or both of two
16 criteria. Either that they are economically disadvantaged
17 and/or limited English proficient.

18 You need to know that Texas leads the nation in
19 offering public school pre-K programs. And, I understand
20 that there is now some legislation that has recently passed
21 the Texas House and Senate that will offer early childhood
22 education to three-year-olds in the near future. The Texas
23 Education Agency reports that in 1987-88, over 56,000 four-
24 year-olds were enrolled in publicly supported half-day pre-K
25 programs in 454 school districts in Texas.

1 TEA projects that, in that year, over 117,000
2 four years olds were actually eligible to participate, but
3 for reasons such as lack of space; lack of teachers, only 49
4 percent of the eligible four-year-olds were enrolled in
5 Texas' publicly supported half-day pre-kindergarten
6 programs.

7 This year, in 1988-89, 57 percent of the eligible
8 four-year-olds are enrolled. Now, I want to remind you that
9 Texas leads the nation in offering public school programs
10 and yet, today only 57 percent of those that are eligible
11 are being served in these programs.

12 In 1987-88, all 1,093 school districts in Texas
13 offered kindergarten programs. Those are for the five-
14 year-olds. The five-year-olds also have to meet that same
15 eligibility criteria of either being economically
16 disadvantaged or limited English proficient.

17 Let me speak just a moment about our newest
18 citizens, the immigrants. There is a wonderful and recent
19 publication entitled "New Voices," and I would urge you to
20 study that publication, published in 1988 by the National
21 Coalition of Advocates for Students. In that publication,
22 NCAS reports the findings of their two-year study on how
23 immigrants are faring in U.S. schools. They calculate that
24 there are between 2.1 to 2.7 million school-aged immigrants,
25 ages five to 18 years old in the United States today.

1 The immigrant population is young, and it has a
2 higher fertility rate. NCAS reports that in 1986, one of
3 every 10 new babies in the United States was born to a
4 mother who came here from another country. Native-born
5 women averaged 67.5 births per 1,000, while foreign-born
6 women averaged 98.9 births per 1,000. I gave you these
7 statistics just to know that, if this is the fertility rate,
8 then in early childhood programs we have to be prepared to
9 meet the needs of these students who come from different
10 language backgrounds; different cultural backgrounds and so
11 forth.

12 Now, witnesses at the NCAS hearings that were
13 held throughout the country produced much evidence that
14 immigrant students, both documented and undocumented are
15 being denied access to schooling on the basis that they do
16 not have, or will not produce their papers. Instances were
17 reported where teachers are used to police children who
18 cross the international bridge between Mexico to the United
19 States to attend school. These children are reported to
20 immigration officials.

21 All of this takes place in spite of the U.S.
22 Supreme Court ruling in Plylar v. Doe in which the Court
23 found the state of Texas to have an obligation to educate
24 children of undocumented immigrants and extended to those
25 children the equal protection clause of the 14th Amendment

1 of the United States Constitution.

2 Now, once children can get into early childhood
3 programs, then the big issue is the quality of those
4 programs. So, we have talked about the need for early
5 childhood education. We have discussed very briefly access
6 issues to early childhood. And, we have cited some of the
7 numbers.

8 But, now what happens to those children who get
9 into the programs? Young children have important
10 educational rights. And, these rights include the right to
11 understandable instruction. I remind you of the Lowe v.
12 Nichols Supreme Court decision. The right to respect for
13 their home language and culture; the right to fair and
14 equitable testing; and the right to quality instruction by
15 well-trained teachers. These are things that must be in
16 place if early childhood education programs are to do the
17 job that they are intended to do, and that is to give
18 children that head start in life.

19 Let me share with you briefly again another
20 excellent report from the Council of Chief State School
21 Officers Resource Center on Educational Equity. Every month
22 they put out an issue. And, the publication is called
23 "Concerns." Now, I think you are aware the Council of Chief
24 State School Officers is all of those Commissioners of
25 education from throughout our 50 states. This particular

1 issue for March, 1989 deals with a concern about educating
2 limited English proficient students. And, in this issue,
3 they report the findings of a survey of state education
4 agency activities. And, I am just going to highlight from
5 their findings.

6 First of all, let me just read one small
7 paragraph. It says, "Many state education agencies have
8 established bilingual or English as a second language
9 program units to administer state and federally funded
10 programs. These units have the primary responsibility for
11 coordinating technical assistance to local school systems
12 concerning second language instruction for limited English
13 proficient students. Most LEP students are also eligible to
14 receive services under other state and federally funded
15 categorical programs, such as special ed; vocational ed;
16 migrant ed; and compensatory education programs. And, all
17 participate in state and locally funded regular
18 instructional programs.

19 However, many observers, including state
20 education specialists, have reported that many LEP students
21 are either not receiving supportive services from these
22 other categorical programs, such as Chapter One, or migrant
23 or so forth. Or, they are inappropriately served by these
24 programs at the school level."

25 So, I would like to share with you just very,

1 very briefly just some of the findings from this survey of
2 what's happening across the United States in this arena that
3 is related to the right to understandable instruction. Key
4 findings.

5 Across the five program areas of the SEA's, the
6 top four barriers that hinder the provision of appropriate
7 services to LEP students are lack of funding; shortage of
8 qualified school personnel; constraining regulations or lack
9 of regulations; and as the person who goes out as part of my
10 assignment, as part of the work that I do, I can tell you
11 that there are very few states that have regulations and
12 guidelines. Texas is an exception. Or, they have
13 insufficient state-level personnel to conduct appropriate
14 oversight and technical assistance functions.

15 Second, there appears to be a significant number,
16 at least 25 percent of LEP students that remain unserved by
17 local school districts in 19 of 33 states that had a
18 discrepancy between numbers of LEP students identified and
19 numbers served. So, LEP students are not being served in
20 many states. Large numbers are not being served.

21 A third key finding deals with state monitoring.
22 There was very little that was reported about the nature of
23 state monitoring. So little, in fact, that conclusions can
24 not be drawn about the effectiveness of these activities.
25 In other words, some states go out and monitor what is

1 happening in education. But, either their monitoring is not
2 effective, or there is so little information that is
3 retrieved from these monitoring visits that we really can't
4 draw any conclusions about how effective the programs are.

5 Neither state bilingual units nor general
6 curriculum units have mechanisms for tracking the academic
7 performance of former LEP students who have been
8 reclassified and put into the mainstream educational
9 program. In other words, they may remain in a bilingual
10 education and/or ESL program for a couple of years. Then,
11 they are reclassified as Non-LEP going to the mainstream
12 program, but nobody knows what happens to the kids after
13 that. There is a lack of funds at the state level and there
14 is a shortage of qualified instructional personnel.

15 A sixth key finding is particularly distressing.
16 LEP students appear to be inappropriately placed in the
17 learning disabled and speech impaired categories of special
18 education. This is where the right to fair and equitable
19 testing plays a very significant role. Many children are
20 tested in a language they do not understand and then are
21 inappropriately labeled as speech impaired or learning
22 disabled when, in actuality, they were tested in a language
23 that they did not understand. And, those children are
24 placed in these special education classes and even in Texas,
25 through research that has been done in this state, we have a

1 300 percent over-representation of limited English
2 proficient children in special education categories.

3 We know that there is a population of children
4 among the limited English proficient who need special
5 education, but not at that level. So, we are concerned
6 about the testing.

7 A seventh finding from the Chief State School
8 Officers report is that in 28 out of 44 states have not
9 developed guidelines for local districts or procedures for
10 identification and placement of LEP students. Again, Texas
11 does have guidelines. Special education directors cited
12 lack of leadership at the state level and insufficient
13 numbers of trained personnel at the local level as key
14 barriers to the appropriate delivery of services to LEP
15 students.

16 And, finally it appears from this survey that
17 there is no differentiation in the instructional services
18 provided to LEP students under Chapter One from those
19 services provided to non-LEP students. In other words,
20 Chapter One monies are directed towards students to help
21 them compensate for any deficiencies that they might have in
22 reading and math and other programs. But, certainly when a
23 child is of limited English proficiency, the strategies that
24 we use to deliver services under Chapter One must differ,
25 simply because they do not speak or understand the English

1 language.

2 --And, what this survey found is that Chapter One
3 services were being delivered to LEP and non-LEP students
4 without any differentiation in the type of strategy. I
5 guess basically what that's saying is that LEP students in
6 Chapter One are not being provided understandable
7 instruction.

8 So, those are some of the findings from the
9 survey. Now, you need to know that Texas has a law that
10 mandates bilingual education, and that the Texas Education
11 Agency has published very excellent guidelines for schools
12 to use in providing quality bilingual instruction or English
13 as a second language instruction for limited English
14 proficient students. I will tell you that the guidelines
15 are developed with all of the most up-to-date research
16 supporting those guidelines.

17 So, I am very pleased with the guidelines that
18 Texas offers. The bad news is that quality bilingual
19 education that, in observance of the TEA guidelines, is not
20 being implemented except in a few instances.

21 The native language and culture of LEP students
22 is not always valued. Yet, research indicates that this is
23 a key component of effective bilingual and ESL programs.
24 Bilingual education programs exist in name only in many
25 schools across this state. Thousands of limited English

1 proficient students are prematurely exited from bilingual
2 and ESL programs only to end up as at-risk students who
3 become candidates for dropouts.

4 If I may elaborate just a little bit on this.
5 Again, this is where the use of testing comes in. And, I
6 say that students have a right to fair and equitable
7 testing. Testing can be used as an instrument to include
8 students or to exclude students. I just gave you an example
9 earlier where inappropriate testing is used to include
10 students in special education classes when that is not the
11 appropriate placement. Well, testing can also be used to
12 exclude students from appropriate services.

13 What is happening, and I will share this with you
14 on the basis of my own experience as a person who goes out
15 on a weekly basis to provide training and technical
16 assistance to school districts in this state, as well as
17 four others. I can tell you that children are being
18 prematurely exited from those bilingual and English as a
19 second language programs where teachers are trained to
20 provide them the assistance that they need.

21 The research very clearly indicates to us that it
22 takes five to seven years to establish proficiency in a
23 language. Our little four and five-year-old children come
24 into our early childhood education program. If they are of
25 limited English proficiency, they are supposed to be put

1 into a program in which they can continue their native
2 language development and begin to develop English as their
3 new language. You and I did not learn English in one or two
4 years. We did not learn our first language in one or two
5 years.

6 You and I today, if we were to enroll in a
7 foreign language course, would not become proficient
8 speakers of that new language in one or two years. We would
9 not be able to read it and write it sufficiently to be able
10 to take tests and to be able to succeed. Neither can the
11 little children who come into our classrooms.

12 So, imagine yourself a four-year-old coming into
13 the schools in Texas or any other place in this country,
14 being identified as being of limited English proficiency,
15 and being placed into a bilingual and ESL program during
16 your fourth year of age, your first year in school and your
17 next year your kindergarten year. And then, at the end of
18 kindergarten, at the end of two years, being tested and
19 being placed into a mainstream program. You have not had
20 the opportunity to develop sufficient English language
21 skills to participate effectively in a mainstream
22 curriculum.

23 I am going to share with you a horror story that
24 was just related to me last week. A random survey was done
25 in one of the large school districts in my city, in San

1 Antonio. The school district was queried, they were
2 questioned, as to what was happening to limited English
3 proficient children who were being exited from kindergarten
4 bilingual programs. In every instance, limited English
5 proficient children were being exited from the five-year-old
6 program into compensatory education programs.

7 Now, when you are exited into a compensatory
8 education program, that means that you don't have sufficient
9 English skills; sufficient reading and math competencies, to
10 be able to effectively participate in a mainstream program.
11 Now, what do you think is going to happen to those children?
12 They are damaged. Those children are not going to get
13 appropriate instruction. We have now put those children
14 into the at-risk category, and those children will very
15 likely be the future dropouts.

16 So, this is a tremendous concern to me. What is
17 happening to children who are being pushed out of quality
18 early childhood education programs that respond to their
19 needs. Those are the children that are being prematurely
20 exited. We have a saying that those children become the
21 born-again LEP's. The born again limited English
22 proficient, because they are main-streamed too early.

23 I said to you earlier that children also have the
24 right to quality instruction delivered by people who have
25 excellent training. You need to know that there are no

1 early childhood certification requirements for teachers of
2 four-year-old children in this state. Thus, teachers with
3 any type of teaching certificate can be found in pre-
4 kindergarten programs. They do have to work on alternative
5 certification and they are required to take some classes.

6 But, what concerns me because, again I go out on
7 a weekly basis to observe early childhood teachers, is that
8 as I have walked into classrooms where these alternative
9 certification candidates can be found, these people have no
10 basic knowledge of the nature of children and they have no
11 basic skills to provide for the development and needs of
12 young children.

13 The strategy that we use in early childhood
14 programs to deliver instruction has to be very different
15 from the strategies that are used in later elementary
16 school. But, these teachers do not have that preparation.
17 They don't have the certification for that. And, so I have
18 to question the quality of the early childhood education
19 programs that are being offered to these students.

20 Finally, in an effort to meet newly enacted
21 education reforms here in Texas, many Texas preschoolers are
22 being judged "not ready" for first grade. And, they are
23 being placed in what are being called developmental
24 kindergarten classes or transitional classes. And, what
25 happens is that these children then have to spend an extra

1 year either before first first grade, or between first and
2 second grade, getting ready for first grade. The decision
3 to design these programs puzzles me in the light of the
4 research findings that clearly indicate that "over-ageness"
5 at any grade level is a factor that leads students to drop
6 out of school.

7 Now, let me tell you what else bothers me about
8 these developmental or transitional programs that are
9 euphemisms for retention or failure. It seems to me that if
10 we had quality teachers; if we had appropriate testing; if
11 we had excellent curriculum; and if we provided
12 understandable instruction that four and five-year-old
13 children would not be candidates for failure or retention. I
14 think I have had enough experience over my 30 plus years as
15 an educator to say that the great majority of these children
16 would be ready for first grade, whatever that may be, I
17 guess.

18 I am concerned that the educational reforms in
19 Texas in some instances are being misused and that actually,
20 what is happening to these children is that schools are
21 putting children into the at-risk category by virtue of
22 creating these developmental and transitional classes.

23 In conclusion, I would like to quote Justice
24 Grues Renoso, a retired Justice, who wrote the foreword to
25 the NCAS publication "New Voices" that I really recommend

1 that you read. He said in part, "We believe that all
2 students have important educational rights. These include
3 the right of access to U.S. public schools; the right to
4 comprehensible schooling in the mainstream of U.S. public
5 education; the right of respect for their home language and
6 culture; the right to a supportive learning environment,
7 free from harassment; the right to instruction by properly
8 trained adults who are committed to their school's success."
9 I agree with Justice Renoso.

10 The children eligible for early childhood
11 education today are the citizens of the 21st century. Unless
12 we take action now, many will be doomed to a future with
13 less than the minimal education necessary to be productive
14 citizens. The loss of these human resources diminishes us
15 as a nation. Yes, young children have these rights, but
16 they have only those rights that we chose to protect for
17 them. Thank you very much for the opportunity to address
18 you today and to share my views.

19 CHAIRMAN CANALES: Thank you, Dr. Zamora. Ladies
20 and gentleman, the panel here, the Advisory Committee
21 members are allowed to ask a few questions, and I must limit
22 it only to us. I am sorry we can't have questions from
23 everyone out in the audience, or we would be here for two
24 weeks. So, at this time I am going to open it up. We have
25 a little time for questions from the Committee members. Do

1 we have any at this time? Dr. West?

2 DR. WEST: Right. Thank you. Dr. Zamora,
3 something you said at the outset struck a chord and that is
4 that the overwhelming change that has taken place in this
5 country is the tremendous rise in single parent families,
6 and that seems to be very closely linked in what you have
7 said and what I have heard from many other authorities to
8 these difficulties we are talking about with the education
9 of our children.

10 And, the question I guess I would have for you
11 would be to ask you, putting this question into a larger
12 context of given that we have a limited amount of government
13 resources, should we perhaps not be focusing in on the
14 family question. What could government do to strengthen
15 family life, family institutions and, in particular, to
16 discourage the formation of single parent families because,
17 if the statistics are right, that two-parent families are
18 basically able to take care of their kids. And, certainly
19 that's confirmed by experience.

20 Then, perhaps by focusing in on early childhood
21 education programs at the government level, perhaps we are
22 treating the symptoms rather than the cause of the problem.
23 Could you step back from the early childhood prospective and
24 look at it from the view of allocation of resources in
25 general?

1 DR. ZAMORA: Certainly everybody is having
2 problems with allocation of resources, and budgets become a
3 big problem. But, I have to believe that this country will
4 be judged by what it can do for its young citizens. Yes,
5 certainly two-parent families are more successful, for the
6 most part, in rearing children. But, as long as we continue
7 to have single parent families, and very often these mothers
8 must go out to work to earn a living, we are going to have
9 to provide some type of care.

10 Let me tell you that some of these little
11 children we know are being left alone. We know that, in
12 many instances, they are being cared for by other family
13 members. These are the children that are not getting the
14 language stimulation; the cognitive development; the
15 experiences that they need in order to enter mainstream
16 curriculum when they come into school.

17 So, as long as we continue to have single parent
18 families, and as long as these single parent families are
19 all so poor, then we are going to have to look for those
20 resources to provide services, not only to the children, but
21 to the parents, as well.

22 DR. WEST: Could I just follow that up with one
23 --

24 CHAIRMAN CANALES: I will allow just one
25 follow-up question.

1 DR. WEST: Just to put it in a more pointed way,
2 the question I have is this: If we let's say conclude that
3 government ought to be spending more money on this kind of
4 concern for early childhood education, do we not in fact
5 continue what has been characteristic of government policy
6 toward family over the last 25 years, which is constantly to
7 be thinking up new programs; new ways to help; new ways to
8 make it easier, precisely, for young women to have children
9 on their own; and when we get into the situation, in other
10 words, of attempting to solve a problem but in fact, perhaps
11 exacerbating it.

12 The fact is that since 1965 in this country, we
13 have had a huge increase of government programs across the
14 board to help out families, and not so much families which
15 are intact, but non-intact. And, at the same time, as you
16 know, a tremendous increase of the destruction of families
17 throughout the country. And, this goes for not just
18 minorities, but everyone else.

19 So, again stepping back from the early childhood
20 prospective, can we be sure that more money in this area
21 isn't going to in fact exacerbate the problem by encouraging
22 single mothers to feel like: Yes. There's one more program
23 out there that's going to make it possible for me to have
24 more kids on my own, and so I don't need to have a man
25 around.

1 DR. ZAMORA: No. I don't think that that is what
2 would happen. When we look at the complete picture, we
3 often see that it is the dropout, or the at-risk student,
4 the one who doesn't finish school or the one who doesn't do
5 well in school, that becomes the single mother.

6 So, in addition to addressing early childhood
7 education, we have to address education up and down the
8 line. Not only early childhood education. I think that if
9 we did an excellent job at our elementary schools and at our
10 secondary schools, and if we could reduce the number of at-
11 risk students, and if we could reduce the number of
12 secondary school dropouts, that we would in effect be
13 addressing the large number of single mothers.

14 Because, I think that young women who have goals;
15 young women who have developed positive self-concepts
16 because of excellent experiences in school; young women who
17 have some goals to strive for -- these are not the young
18 women who will become the single mothers. It is those young
19 women who are the at-risk students; who have developed
20 negative self-concepts or a negative sense of self-worth
21 very often because of what didn't happen in school. These
22 are the young women who bear the children, who then must go
23 into the early childhood programs because their mothers have
24 to work. All right.

25 So, I think that if we address quality education

1 up and down the line, and recognize our responsibility as
2 educators to ensure the successful education of all of our
3 students that we, in fact, will decrease single parent
4 families. And, then perhaps not as much money would go into
5 early childhood programs for very, very young infants. But,
6 we could rather direct that money to increase the quality of
7 early childhood programs that are being offered at the
8 public school level.

9 Let me say to you again, that if we were to do a
10 good job -- I have told you the horror stories that I
11 encounter on a day-to-day basis with the quality of programs
12 for children at four and five years old in public schools.
13 If we continue to do to those children what is happening to
14 them now, they will become the at-risk student, and those
15 little young ladies who are in pre-K and K now, will become
16 the pregnant teenagers and the single parent families.

17 So, we have got to do something for the quality
18 of early childhood education now, so that we can treat that
19 and in investing in quality early childhood education now,
20 we will reduce the number of at-risk students and the number
21 of dropouts.

22 CHAIRMAN CANALES: And, we have time for very few
23 questions here. We will start with Dr. Pacheco.

24 DR. PACHECO: Dr. Zamora, thank you very much for
25 that presentation. Just as a point of clarification, I

1 don't think I heard you say anything about whether there was
2 supposed to be any additional government funding or funding
3 of any kind for this kind of thing. Am I correct in that
4 you are talking about improving the quality of instruction
5 that takes place for children, and it's conceivable that
6 that could be done within funding that is currently
7 available, and perhaps some additional commitments from
8 local and state levels.

9 DR. ZAMORA: Let me say that we have head-start
10 programs that operate now. We have state level, publicly
11 supported through state monies, programs for four and five-
12 year-old children. Let's do something about increasing the
13 quality of those programs now. I am not suggesting that we
14 need to invest large numbers of resources, although I am not
15 suggesting also as an early childhood advocate that we
16 shouldn't do it. Please understand that. But, it would be
17 wonderful if we would begin to shape up what we are doing
18 now, and to do it right.

19 DR. PACHECO: Okay. Could I have a follow-up on
20 that, please?

21 CHAIRMAN CANALES: We have so little time, we
22 will give some other member, Dr. Denzer Burke.

23 DR. BURKE: Dr. Zamora --

24 DR. ZAMORA: Yes.

25 DR. BURKE: We are very happy to have you here

1 today. You mentioned that the education reforms in Texas
2 are being used to create transitional and developmental
3 classes and consequently more minorities are being placed
4 at-risk at an early age. How would you go about correcting
5 this situation? Would you correct it on the state level, or
6 would you correct it on the local level? Do we need new
7 mandates in terms of those educational reforms?

8 DR. ZAMORA: I think the educational reforms are
9 certainly needed. I think that Texas is really doing a good
10 job at moving in the right direction. However, with
11 everything else, I think that there are things that probably
12 need to be shaken (sic) up. One of my big concerns, as I
13 shared with you before, is that in meeting the requirements
14 of the reforms, that we are doing things to children to
15 create more at-risk students and to create dropouts.

16 Remember that I said to you that four and five-
17 year-old children who are coming into our pre-K and K
18 programs have to meet certain standards, and they need to be
19 "ready" to move into first grade, because at first grade
20 they are going to have certain requirements that they must
21 fulfill, and then they have to be tested and if they don't
22 meet the requirements; if they don't pass the tests and so
23 forth, then they are going to remain in grade. They are
24 going to repeat first grade and so forth.

25 DR. BURKE: And, those are state mandated

1 requirements?

2 DR. ZAMORA: Yes. Yes. In terms of
3 requirements, meeting the essential elements and passing the
4 TEAMS tests and so forth. Those are state mandates. So,
5 when children can't pass those tests or don't demonstrate
6 mastery of those essential curriculum elements as they are
7 labeled here in this state, then they have to go to extended
8 school like extended summer school programs, or they repeat
9 a grade. I think that in our great eagerness to make sure
10 that we comply with those requirements and that children
11 will indeed pass those tests, we are very apprehensive about
12 four and five-year-old children.

13 And, so we are creating those developmental
14 classes where five-year-old children can spend an extra year
15 in an extra kindergarten year, before they go to first grade
16 with the anticipation that that extra year at kindergarten
17 is going to make them more ready to master the requirements
18 of the first grade level. And, my concern is that all the
19 of research that we have on dropouts indicates that over-
20 ageness, at any grade level is one of the factors that leads
21 to dropping out of school. That there is a very high
22 positive correlation between repeating one grade and
23 dropping out of school.

24 And, so I think that we, as educators, have to
25 search for other avenues rather than retention or

1 developmental first grades, or whatever it is that we call
2 these transitional classes. And, I think that one of the
3 things that we have to do is to make sure that we are not
4 blaming children for inappropriate instruction, because
5 there are a lot of classes that I observe where children are
6 not being provided understandable instruction and where the
7 teachers -- Remember, the teachers don't have the
8 appropriate certification sometimes to teach four-year-olds.

9 Those are things that I know that the state of
10 Texas needs to work on. And, I know that these are issues
11 that they will be addressing. But, right now those are the
12 problems that we face. And, so we are creating the at-risk
13 students.

14 CHAIRMAN CANALES: I am going to ask a very brief
15 question and then we are going to have to cut it off. I'm
16 sorry, but we have almost run out of time, but the Chair
17 reserves the right to ask one question. And, that's getting
18 to the civil rights area, we are talking about equal access
19 and equal opportunity, I was wondering if you had found any
20 disparity in between the programs within one single school
21 district. Let's take San Antonio, for example, with respect
22 to access of funds, or within that one district, or any
23 other district in Texas.

24 DR. ZAMORA: I'm not quite sure that I understand
25 your question, Mr. Canales.

1 CHAIRMAN CANALES: Any disparity with respect to
2 access to the programs within the same district?

3 DR. ZAMORA: All right. Yes. Because funding as
4 you know is one of the issues that causes school districts
5 to request waivers from the Texas Education Agency to open
6 up programs for four and five-year-old children. They
7 simply don't have the money to build the classrooms to
8 accommodate four and five-year-olds. In my testimony, I
9 cited that across the state of Texas, 454 of the 1,093
10 school districts in Texas offer programs for four-year-olds.
11 That means that only half of the school districts, or less
12 than half of the school districts in Texas are able to offer
13 programs for four-year-olds.

14 So, there is limited access. Also, in my
15 testimony I said to you that only half of the four-year-olds
16 that are eligible for four-year-old programs in Texas are
17 enrolled in four-year-old programs and again, the districts
18 have varying reasons for not offering these four-year-old
19 programs, one of them being funding. So, yes, funding is
20 one of the issues that causes the disparities.

21 CHAIRMAN CANALES: I want to clarify very
22 quickly. I wasn't speaking so much of disparity between
23 districts, as within any one particular district, if you
24 knew of such.

25 DR. ZAMORA: Disparities within a district in

1 terms of --

2 CHAIRMAN CANALES: Access to or quality of
3 programs.

4 DR. ZAMORA: -- access or in terms of quality of
5 programs. In terms of quality of program, yes. One of the
6 things that I have observed over my years of experience is
7 that excellent leadership from a school principal; excellent
8 leadership from the superintendent, or from the leaders of
9 that district certainly determines quality of program. And,
10 there are some schools within a school district that offer
11 very high quality programs.

12 There are other schools within a school district
13 where a principal attitudinally is not supportive of early
14 childhood education, or doesn't understand it, or is not
15 supportive of bilingual and/or ESL instruction for limited
16 English proficient students. Yes, I have seen disparities
17 in the quality of instruction within a school district.

18 CHAIRMAN CANALES: Milton, is your question very
19 brief? Go ahead.

20 MR. TOBIAN: Dr. Zamora --

21 DR. ZAMORA: Yes.

22 MR. TOBIAN: In your remarks, you gave great
23 emphasis on the limited English proficiency areas. It
24 occurs to me that there are other kinds of students at risk
25 whose English proficiency is really not the issue. Would

1 you confirm for me that it's a matter of difference in
2 strategy with them, not of substance. In other words, what
3 the rest of your testimony, that is and having access to
4 quality early childhood programs is just as important, for
5 instance, to other kinds of at-risk students, even though
6 their particular reason for their being at risk is not the
7 ability with the English language.

8 DR. ZAMORA: Yes. Of course, I would certainly
9 agree that we have to have quality early childhood education
10 across the board. Let me just say to you that the reason
11 that I focused on those particular characteristics is that
12 that is the criteria by which children may enter the
13 publicly supported early childhood programs in Texas. So,
14 to be in enrolled in a four and five-year-old program in
15 Texas, you are either economically disadvantaged and/or
16 limited English proficient.

17 But, recall also that in my testimony I said that
18 the state of Texas does not currently have a certification
19 requirement for teachers of four-year-old children. That
20 would suggest that I am concerned with the quality of
21 instruction that is delivered to all children at age four by
22 teachers who do not have appropriate certification; who do
23 not understand the nature of children; who do not understand
24 the developmental nature of learning. And therefore, often
25 used teaching strategies that are more appropriate for

1 elementary and secondary school level than those that are
2 appropriate for early childhood level.

3 MR. TOBIAN: I have seen data that suggests that
4 even at age four, which is a rare kind of educational
5 offering in our state, that may also be too late to
6 intervene. Would you comment on whether this could possibly
7 be started at age three?

8 DR. ZAMORA: Remember that learning takes place
9 at home. Okay. It's not as if nothing were happening at
10 home. I think one of the excellent things that we could do
11 would be to also prepare our teenage parents-to-be at
12 secondary school by giving them parenting classes. If we
13 were to incorporate into our Home Ec or otherwise, parenting
14 classes for secondary school students to prepare them to
15 become the parents of the future, then they would be able to
16 address the developmental needs of their own children early
17 on.

18 I think, thought, that at any point at which we
19 begin early childhood education that children have a better
20 chance to move on. No. I don't think age four is too late.
21 I wouldn't want to write off all of the four-year-old
22 children that I come into contact with. I think they are
23 beautiful little human beings, and I have personally been
24 very successful at being able to teach them and help them
25 come along, and help them learn. They are wonderful. At

1 age four, they are just super.

2 One of the things that concerns me about three-
3 year-old children is enrolling them in -- Very frankly, I
4 would prefer to see three-year-olds at home. Okay. I think
5 that home is where they are really better off. However, I
6 also have to recognize that there are all of these
7 circumstances that I have discussed; the single parent
8 families; the poverty level of a lot of our citizens that
9 requires that both parents work.

10 So, for those children, we have to have excellent
11 intervention models. And, those intervention models are
12 there. We can put them in home-like atmosphere and work
13 with them. But again, to answer, I think, the essence of
14 your question. No. I don't think four years old is too
15 late for children.

16 CHAIRMAN CANALES: Thank you very much, Dr.
17 Zamora, for your presentation. We thank you for being here
18 today. At this time we are going to call what is entitled
19 our Superintendent's Panel, and gentlemen, if you would take
20 the places at the table, we will introduce you at this time.
21 And, lady also. Dr. Lois Harrison-Jones, the Associate
22 Superintendent for Education for the Dallas Independent
23 School District. We have Dr. Morris Holmes, from the Fort
24 Worth Independent School District. Mr. Vidal Trevino, from
25 the Laredo Independent School District. And, Mr. James R.

1 Vasquez, for the Edgewood Independent School District of San
2 Antonio.

3 We are going to call you in the order I have on
4 the Agenda, so we will start with Dr. Harrison-Jones, if you
5 would introduce yourself, please.

6 TESTIMONY OF DR. LOIS HARRISON-JONES

7 DR. HARRISON-JONES: I was beginning to wonder if
8 you were doing it by saying age before beauty, or something
9 like that. And, that's how I got on first.

10 First of all, I would like to say good morning
11 and to indicate to you that among the members of the new
12 administration of the Dallas Independent School District,
13 obviously I am the newest. I arrived here in November of
14 '88 from the Superintendency of Schools in Richmond,
15 Virginia. I was very pleased to find early childhood
16 education a program that was intact and that was growing
17 here in this district, was one that I had the pleasure of
18 establishing in my former district. I want to say that Dr.
19 Edwards regrets that he is unable to be here. And, of
20 course, he asked if I would sit in in his stead.

21 I am not quite sure of all of what you might want
22 to know about DISD as it relates to early childhood
23 education, and I began to just simply do what one normally
24 does when they need to gather information, and that is to
25 communicate with the persons who are closest to it, probably

1 to make the valued judgments.

2 And, maybe the best thing to do here in this
3 setting might be to share some of my very honest impressions
4 of what I see in my own district, and without perhaps being
5 critical or complimentary, but just being factual about what
6 I see; what I have gleaned about early childhood education
7 as an early childhood education individual myself, having
8 worked with the development of programs in previous
9 districts. Perhaps what I say is something that may have
10 been shared earlier today. The concerns might be similar to
11 previous speakers. I am not sure of how it fits in.

12 I have brought along with me, I think I understand
13 that there will be some record made of this session, of
14 information that might be shared with other individuals,
15 should they want to know how DISD's early childhood
16 education program operates. In the audience also is one of
17 our teachers in the program, who could certainly speak from
18 first-hand experience. Back here in the district persons
19 think broadly of early childhood education.

20 I assure you in other parts of the country,
21 particularly on the east coast where I am most familiar
22 with, the Philadelphia school system and the Richmond,
23 Virginia school system. Early childhood education is
24 thought a little more narrowly than it is here, much to my
25 regret. I am delighted to know that persons look at a wide

1 range of grades that pre-K right on through third grade is
2 more often than not thought of as early childhood education.

3 And, so people see that free flow, and you don't
4 start making judgments about children in narrow blocks of
5 time. Where you start making decisions about them, you
6 start concerning yourself needlessly, I would say, about
7 pace, et cetera. And, you allow this larger block, in my
8 opinion, allows for the kind of natural difference in the
9 way children grow and develop, particularly at that stage of
10 their development. And, so in DISD as I understand it, that
11 is how it is perceived. Criteria, obviously, is as it has
12 been described by our previous speaker, and I was really
13 pleased to be informed that the five strands were in place.

14 I have been very much concerned and, in fact,
15 have been very critical of programs that have been developed
16 where I have worked previously where persons tried to make
17 even kindergarten a little first grade; and tried to make
18 four-year-old programs little kindergarten programs; and
19 tried to make three-year-old programs four-year-old
20 programs.

21 Now, recognizing that very definitely that for
22 each of these age groups one had to be very cognizant of the
23 manner in which these young people were developing, and what
24 kinds of things that were important for us to be focusing
25 our attention on. And so, when we look at the communication

1 skills area -- I am very strong on seeing that we deal with
2 language development, because the youngsters who arrive at
3 our school doors, and particularly those who qualify for our
4 early childhood education programs, often come from deficit
5 language homes, where either English is not a second
6 language, or where there is very little oral communication.
7 Where children are given directives for the most part, as
8 opposed to being engaged in meaningful conversation. It's:
9 Sit. Come here. Go away. Stand up. Sit down. Go to
10 sleep. Get up. And, so the commands replace communication.

11 Of course the motor skills, again you might say
12 don't children run and jump all the time? Not really. Last
13 evening, I was at one of our physical education banquets,
14 and we were painfully reminded that actually the adults of
15 today, the parents are in better physical shape than are
16 their children. But, the sad thing about it is, you are
17 paying anywhere from 50 to \$100 a month in order to keep in
18 shape. And, you have had to get in shape. And, we couldn't
19 have very well kept in shape and never gotten in that
20 condition.

21 So, the motor skills and the motor development,
22 the setting of attitudes, and forming of habits, et cetera
23 are extremely important and I am delighted to see that they
24 are focusing on that. Certainly, the social and emotional
25 development aspect and the cognitive and the creative

1 development.

2 And, perhaps I shouldn't have put creative last,
3 because I feel that that is so important. I happen to have,
4 in fact, one of my most prized pieces of art happens to be
5 the art of a three-year-old, where it's been framed; it's
6 been matted and framed; and displayed. And, I hang it along
7 beside one of my other favorite artist's, Van Gogh, and
8 people are always questioning which is the master. And, I
9 will say, "I'll let you make that decision because I do
10 believe that that young person will no doubt be a master as
11 well."

12 I share the concern about the staffing and about
13 the certification. However, I have been told by some of my
14 colleagues that the university levels that, they are
15 broadening their program, their early childhood education
16 training so that many of the teachers who do have elementary
17 certification have had experience and exposure. I would
18 much prefer, however, that we specialize in that. I feel
19 that it takes a very special kind of teacher to be
20 successful with those young people.

21 I engaged in one of my rather routine arguments
22 with my colleagues sometimes when they talk about the
23 importance of various levels. We were talking about the
24 amount of money spent at different levels, and the person
25 became very upset and, they said "Do you know that it looks

1 like we might be spending more money on early childhood
2 education than you are on senior high schools?" And, I
3 said, "So?" And, this person was very upset and felt that
4 this was most unusual and it was most unacceptable that
5 anybody, and when finding that we were talking about having
6 two adults per classroom. Why would any teacher not be able
7 to manage three-year-olds or four-year-olds? They should
8 not be teaching. And, I said the second person is there not
9 to merely manage.

10 And, so I would like to just sort of wrap my part
11 up by just sharing with you some of the concerns and perhaps
12 I should put them in the form of perhaps key issues that we
13 should address, in my opinion, as we focus on this whole
14 matter of early childhood education. Hopefully, that here
15 in Texas, that you are recognizing it as a viable
16 foundation, that's essential to the success of all the
17 youngsters. But, if we have to do that, then you have got
18 to look at whether or not we are serving the neediest of the
19 needy.

20 Now, you might say, "Well, we have a criteria."
21 Well, if indeed we have the split shifts as we do here, with
22 one group of young people in the morning, and another group
23 in the afternoon, what about the working parent? Can the
24 mother come home and see that that child is received? It
25 appears that you have to have fairly flexible schedules

1 yourself in order for your children to be enrolled. So, I
2 question -- I don't know. I haven't been here long enough
3 to know for a fact, but I would question whether or not the
4 children who need it most are there. They may fit another
5 criteria, but I wonder.

6 I also question in my own district the lack of
7 transportation, for example, for those young people. I
8 question and wonder if, without some intervention, whether
9 or not the attitudes of all of our administrators might be
10 as positive as should be. I can always talk about my former
11 district because I knew that I would have to intervene
12 sometimes and remind principals that they could, indeed,
13 find space for an early childhood education class. And,
14 they would tell the supervisor that there was no space.

15 Somehow, grownups are a little afraid of little
16 children. They are afraid they will either step on them, or
17 they get in their way, or they mess up their buildings. I
18 don't know quite what it is, but I do see a need generally
19 to have to work with the development of positive attitudes
20 of other personnel to understand, first of all, what the
21 program is, and to understand the difference between play,
22 and the difference between a meaningful instructional
23 program for early childhood education.

24 And, then of course, I wonder if, with the focus
25 that we have had on reforms lately, particularly the monies

1 that we have directed toward at-risk students, if that could
2 not be better utilized if it were appropriated at an earlier
3 level. If not development and prevention would not be a
4 more lasting and more effective way of working with young
5 people than later remediation and rehabilitation, which is
6 what we have been using our at-risk monies primarily for.

7 So, with these observations from my very brief
8 tenure here in Dallas, and with these concerns that I have
9 shared with you, hopefully I have led some contribution that
10 is worthy of further thought, if nothing else, to this
11 particular gathering. I will be available for questions,
12 should you have any.

13 CHAIRMAN CANALES: Thank you, Dr. Jones. We are
14 going to wait to hear from the entire panel, then we will
15 open up the questions. At this time, we call on Dr. Morris
16 Holmes, with the Fort Worth Independent School District.

17 TESTIMONY OF DR. MORRIS HOLMES

18 DR. HOLMES: Thank you very much. It's a
19 pleasure to be here. As you know, it seems to be on this
20 Saturday morning, Dr. Jones, my colleague in Dallas is here
21 for Dr. Edwards, and I am here for my Superintendent, Dr.
22 Roberts. So, you can see that there's kind of a trend there.
23 It is a pleasure to be here. Two of my colleagues came, and
24 they are specialists and teachers in early childhood
25 education.

1 And, just recently, last Tuesday morning at 7:00,
2 the senior staff and I spent two hours with these two
3 colleagues and the subject was early childhood education. I
4 am being educated very nicely in early childhood education
5 by these two people particularly, and by a good many people
6 in Fort Worth Independent School District, where early
7 childhood education is the priority. As the Associate
8 Superintendent, it stands as the priority, as far as I am
9 concerned.

10 It's something very striking that was repeated
11 last Tuesday morning, and it goes back to a previous concern
12 that I believe the panel has raised a minute ago. That next
13 to the death of a parent, and next to blindness, kids fear
14 the tension of failure more than anything else. That was
15 the most striking, next to blindness and next to the loss of
16 a parent, failing a kid or flunking a kid is perceived by
17 that kid to be most devastating. To me, that's a Russian
18 Roulette game. The issue of failing a kid at the very early
19 ages. That says enough for me.

20 I am not willing to make that risk and the
21 implications as it relates to central elements in the state
22 of Texas that the five means of the essential elements have
23 to be taught effectively; have to be taught well; and
24 children have to be taught appropriately so they can make
25 the kind of progress so that failure, flunking, and the

1 various terms that people use in transition classes, and all
2 of those can really just be some rip-off. The kids have to
3 behave in some orderly fashion.

4 I believe I heard this morning, that kids who
5 fail classes early on in early grades indeed
6 disproportionately become the dropouts. They become the
7 people who have children early. They become the young
8 people who, the single parents. So, the issue of single
9 parents versus the kind of thing I think that all children
10 -- All children, minority kids; poor kids; rich kids; their
11 early childhood education is so critical for all, because we
12 find that all kids are under this enormous pressure right
13 now. Even kids who come from wealthy, middle-class
14 two-parent homes, and what have you.

15 So, that early childhood education is critically
16 important and particularly for kids who come from so-called
17 minorities. And, I gather when we use minorities, we are
18 referencing some very specific people. And, we have a lot
19 of labels, like minorities. We have a lot of labels like
20 dropouts and what have you. It may be well that we take a
21 look at these handles, and these terms we place on people.
22 Because, at-risk is coming very -- They are popular in our
23 society.

24 Perhaps it's even becoming lucrative for a lot of
25 people who consult and who make money on those terms,

1 inviting the projects. This at-risk is just probably
2 getting out of hand. And, we have just created a whole
3 group of people who are at-risk who otherwise, if you didn't
4 tell them, they wouldn't know it, and they would behave
5 differently. Perhaps, at least, the attitudes of people who
6 worked with them would be different.

7 My remarks come from my perspective as a public
8 school administrator of a large, urban Texas school
9 district, Fort Worth, where we serve 22,000 young children
10 who are ages four through eight. The Fort Worth Independent
11 School District is composed of 35.6 percent Anglo; 35.5
12 African American; and 26.3 Hispanic; 2.4 Asian Americans;
13 and 0.2 American Indian. Fifty-two languages are spoken by
14 this diverse population.

15 It is clear from these demographics that
16 decisions concerning early childhood programs within the
17 school district affect many young minority children. It is
18 paramount that we make decisions and be vigilant and that we
19 safeguard the rights of young children. In order to get all
20 children, and especially minority, the minority child into
21 an appropriate multi-cultural educational process, it is
22 imperative that we undertake four strategies that I would
23 just like to mention them and would conclude my remarks
24 around those four strategies.

25 Strategy number one. Staffing of early childhood

1 education programs. Teachers who are sensitive and
2 knowledgeable of diverse culture. It is a child's right to
3 have sensitive and knowledgeable care-givers and teachers in
4 his or her daily learning environment. Teachers have a
5 major influence in the development and education of young
6 children. Bernard Spodek states that "...directly or
7 indirectly, the teacher controls much of the activity in the
8 classroom, and is responsible for all that occurs for the
9 children during the day..." Millie Almy refers to the
10 "...teacher of young children as models of behavior..."

11 And surely, children have a right to role models
12 who are representative of their racial and their ethnic
13 makeup. It is a child's right to have a teacher who
14 exhibits positive attitudes about cultural diversity.
15 Teacher expectations trigger children's positive or negative
16 self-perception and attitudes which may influence all of
17 their life.

18 Number two. Recognizing parents as partners in
19 the education of their children. It is the child's right to
20 have the opportunity for maximum educational experience,
21 both inside and outside of the school setting. For this to
22 occur, parents must be recognized as partners in education.
23 Educators must develop strategies for including parents in
24 goal-setting, planning, implementation of school tasks, as
25 well as helping parents know what they can do at home to

1 extend and support their child's learning.

2 --I was pleased to see that you have a speaker this
3 afternoon who is very much involved in helping parents.
4 This teaches a very good program, and I think that I look
5 forward that this afternoon.

6 Strategy number three. Providing meaningful
7 curriculum activities, instructional materials, and
8 assessment procedures to be presented in a culturally
9 sensitive, appropriate environment. It is a child's right
10 to a classroom where curriculum and assessment are
11 culturally sensitive and appropriate to his or her age level
12 of development. When activities are presented positively,
13 the child from a cultural minority group develops and
14 maintains cultural identity with pride.

15 Learning to respect one's own differences and
16 having pride in one's cultural heritage are essential to the
17 developing child. James Hymes believes that it is the goal
18 of schools to nourish strengths, not to dampen them.

19 On the issue of assessment, standardized
20 assessments should never be used to stereotype young
21 children or to set boundaries for their educational
22 opportunities. Appropriate assessment, I think that subject
23 has been discussed pretty much in the last 10 or 15 minutes.
24 Appropriate assessments can be valuable to facilitate
25 program improvement, and to determine a child's progress.

1 Helping to provide for a young child's basic
2 rights to adequate nutrition and appropriate health care
3 strategy. It is the child's right to a healthy, safe school
4 environment. It is the responsibility of teachers,
5 administrators, parents, and members of the community to
6 provide support for the most basic needs of young children.
7 Public schools should respond to the same standards for
8 health and safety which are mandated by the state.

9 The child has a right to adequate nutrition,
10 which contributes to a well-adjusted school experience.
11 Breakfast, snacks and lunch should be standard to early
12 childhood programs. It is the young child's right to have
13 access to adequate health care. Healthy children make happy
14 learners.

15 What is most compelling about our thoughts
16 concerning the rights of young minority children and
17 children in general, is the argument that improving their
18 prospect for a productive place in society is not an
19 expense, but an excellent investment. An individual's civil
20 rights in his formative years can be marked by enhancement
21 or deprivation, depending on the type of programs we
22 provide. We must call for new partnerships among schools,
23 families, businesses, and community organizations to bolster
24 the health, the education and the well-being of young
25 children. Thank you very much.

1 CHAIRMAN CANALES: Thank you very much, Dr.
2 Holmes. And, now Vidal Trevino.

3 TESTIMONY OF VIDAL TREVINO

4 MR. TREVINO: Let me very briefly tell you about
5 the Laredo Independent School District in a very brief form.
6 We have 25,000 students. It is one of the poorest school
7 districts in the state of Texas. Situated in one of the
8 second poorest economic areas in the state. This year, we
9 took in on any grade level 1,250 students who last year
10 resided and attended school in Mexico. Which means they
11 have come into our district without any knowledge at all of
12 the English language, or at the very best, very limited
13 vocabulary in English. That figure has ranged since the
14 early 1980's from 240 to this highest of 1,250 this year.

15 Let me also state that the early childhood
16 program, I think is a very important thing for these
17 youngsters. And, you have already heard a variety of
18 reasons for that. We could build 72 classes, seven early
19 childhood centers, designed for the little ones, from the
20 doorknobs to the commodes. They are not classrooms that are
21 being used by other children or have been used by other
22 children. I don't think that you need more money to
23 strengthen the early childhood program.

24 What I think we need in the state of Texas is a
25 commitment to early childhood education, and the recognition

1 of the fact that if we correct many of the things that are
2 happening-in early childhood, we would not be faced with
3 problems in the near future.

4 Historically and traditionally, the highest
5 number of retentions in our district has been, and still is,
6 the first grade. Approximately one-third of all our first
7 graders were retained last year. And, the reason for that
8 is because they had not mastered the pre-requisite skills
9 needed to successfully perform at the second grade level.
10 That one-third retention accounted for 50 percent, half, of
11 all retentions at the elementary level.

12 Now, that's a staggering figure. They failed
13 because we had tried in public schools in the state of Texas
14 to treat all youngsters alike, and to say these skills must
15 be mastered at the end of the first grade without realizing
16 that many of us in our districts have very unique problems.
17 One of which is that not only can Johnny not read, Juanito
18 cannot speak. And, so what you attempt to do when you say
19 that you must master these skills in one year, cannot be
20 done when you have a predominant population whose primary
21 language is not English. You need to attack that at several
22 grade levels, or at several years.

23 We need to give our children a chance to
24 experience success in the early years. We have allowed them
25 to experience failure, not success. What we need is to make

1 sure that they experience the kind of things that we all
2 want for our children to experience. They need experiences
3 from which language would evolve. Experiences they can draw
4 as they develop, from learning as learning takes place.
5 Without experiences, a first grader, at least in Laredo, and
6 up and down the Rio Grande watershed, cannot relate. So, we
7 have an opportunity. We either spend money on early
8 childhood education now, or we pay dearly later.

9 The dropout problem, and somebody said a few
10 minutes ago that the at-risk problem is one that has become
11 very popular. I don't know that I had ever heard the word
12 at-risk when I started teaching 38 years ago, nor even when
13 I became Superintendent 16 years ago. But, at-risk has
14 become a very popular problem, and a very profitable problem
15 for some. You are not going to attack the dropout problem
16 at the high school level. You are not even going to attack
17 it successfully at the middle school level. If you are
18 going to attack the dropout problem, you must do it in the
19 early formative years, at the early childhood years.

20 Failure to attack it successfully at this stage
21 will lead to dropout rates, and you have already heard time
22 and again, and you will read time and again, that if you
23 achieve failure. If you are not promoted, you become sort
24 of a candidate for dropouts. They will also become the
25 disruptive behavior students that you are going to encounter

1 in higher grades. Discipline problems will become
2 progressively worse in the subsequent years. The problem of
3 drug abuse and teenage pregnancies and so forth are all
4 related unless we attack it and attack it successfully at
5 the early childhood level. Once behind, always behind. And
6 the farther our students get behind, the more at-risk they
7 become.

8 I'd like to explain to you as briefly as I can
9 the reasons and how in the Laredo Independent School
10 District we have developed a sequential coordinated approach
11 to instruction in our early childhood program.. We are
12 taking them as young as we can. We are giving them the
13 extra time we think they need. We are bringing in a
14 multitude of experiences for them in the classroom, and we
15 are telling them that we expect them to succeed and we are
16 going to help them to succeed. We have developed an early
17 childhood program that is just for them. And, up to this
18 point we find that it is working.

19 First of all, our teachers, all 62 of them, are
20 all trained and all certified in early childhood
21 certification. Secondly, the teacher that teaches the pre-
22 kindergarten program is the same teacher that will have that
23 same youngster the next year in the kindergarten program.
24 That gives them two years of working with the same student.
25 And, I think that is very important.

1 We passed out a little book to you, and I invite
2 you to turn to page three so I can tell you what is the plan
3 of action. The gentleman that asked the question about the
4 three-year-old and the two-year-old. I think if we are
5 going to attack all of these problems and all of these
6 matters, that you must begin at age two and three. But, you
7 don't want them in school. They don't belong in school.
8 They belong in the home. So, for that reason, we have
9 initiated in the school district a program which we call
10 "the home instruction program."

11 Here is where the plan of action for our school
12 district begins, the plan of action for attacking all these
13 problems. I have taken the liberty of marking some of these
14 things for you so that we don't take the time to go over all
15 of it. First of all, we send community aides that we have
16 hired into the neighborhoods, and we have researched and we
17 have determined who are the at-risk parents. Who are the
18 at-risk families?

19 And, the way we arrived at that decision is that
20 we have looked at the history of that family. How many
21 youngsters that they have in school that have dropped out?
22 How many youngsters who have been involved in child abuse,
23 or subjected to child abuse? How many youngsters from that
24 family have been involved with drugs? How many youngsters
25 from that family have been teen-age mothers, unwed mothers?

1 Once we determined from what families they come, then we
2 make the assumption that any other youngster that they have
3 is a potential at-risk student. And, we send our community
4 aides to work with the families all year long.

5 In addition to that, the concept behind this
6 phase of the early childhood program is based on the premise
7 that due to a lack of language skills, a four-year-old child
8 who comes into the Laredo school district pre-kindergarten
9 program is already behind his Anglo counterparts elsewhere
10 in the state. He is already behind when he comes into
11 pre-K. So, we need to attack the problem then at home, and
12 we need to attack it with the two or three-year-olds.

13 The home instruction program, which we call the
14 HIP program -- Through this program, the two and three-year-
15 old hears about school, gets to practice the language and is
16 better prepared for the first day in pre-kindergarten. In
17 addition to all of this is perhaps the greatest advantage of
18 them all -- true parental involvement. Coupled with a
19 commitment for the child's education. The community aides
20 assist parents in recognizing their roles as teachers. We
21 teach the parents how to teach the youngsters. How to help
22 them develop their language skills. Techniques and/or
23 skills for oral language development, materials and training
24 for home-based teaching are offered.

25 And, I think this HIP program -- I don't know how

1 many other school districts have it or nor is important at
2 this point, but I think the HIP program would be the key to
3 success to the early childhood program in our district.

4 Once they get through this program at home, we enroll them
5 in a pre-kindergarten program. We have 1,100 youngsters at
6 the present time in the pre-kindergarten program.

7 Now, in addition to all the fun things that
8 normally are associated with a pre-kindergarten program,
9 what we would like to do in this pre-kindergarten program,
10 is to dedicate the whole year to oral language development.
11 To teaching the basic vocabulary. And, as I mentioned, the
12 teachers that will have these youngsters will have them in
13 the next year.

14 The program that we use is called the I.D.E.A.
15 program, or the Individualized Developmental English
16 Activities. And, we have found through our Chapter One oral
17 programs in the past that this is a very successful program,
18 and we certainly would recommend it to anyone.

19 Once they leave the pre-kindergarten, they are
20 enrolled in our kindergarten program. On page five, I have
21 listed three little chapters there, or there paragraphs,
22 rather. The teaching of the state-mandated essential
23 elements, obviously designed for students who speak English,
24 and I think that's a very important statement. The teaching
25 of the state-mandated essential elements is obviously

1 designed for students who speak English at home was an
2 unenviable-task, particularly because of the district
3 students who are still struggling with learning a second
4 language at the kindergarten level. The result was that the
5 great majority of students ended the kindergarten program
6 still in the oral language development.

7 It is important to realize and to stress that
8 simply stated the child was still in the process of learning
9 English at the end of the kindergarten year, and not ready
10 for reading in the ensuing year of the first grade. So,
11 therefore, he was promoted or sent into the first grade not
12 being able to cope with the first grade. And, the end
13 result was that he was not going to successfully complete
14 the requirements of the first grade.

15 We need to develop at this kindergarten level,
16 for youngsters of limited English proficiency a program
17 wherein you not only attack the oral language, you attack
18 the reading readiness, you attack the pre-primer books, and
19 there are three of them, and you attack the primer book. So
20 that, by the time they leave the kindergarten level, and
21 enter the first grade, the bottom line should be that they
22 are then ready to enter the first grade reading a first
23 grade reader and using first grade material.

24 If you will kindly turn to page 13. In this one
25 page we've got a synopsis of the entire Laredo program. The

1 HIP, which is the program at home for two and three-year-
2 olds as I discussed with you, deals with parental
3 involvement; home/school relationships; locally developed
4 home instruction curriculum; oral language concepts; basic
5 experiences; and introduction to school and learning.

6 Then, from there they go into the
7 pre-kindergarten program, where we have intensive oral
8 English development. In Laredo, we are using the Scott,
9 Foresman basal in our reading program. So, they will use in
10 the pre-kindergarten program, the Kinder Readiness book,
11 which is called "Here We Are."

12 After the pre-kinder year, they are eligible for
13 a summer program of eight weeks. Those youngsters that we
14 now have this year in pre-kinder are eligible to attend an
15 eight-week summer program this summer for eight weeks. And,
16 in that eight-week summer program, we will upgrade oral
17 English proficiency to the best of our capabilities, and to
18 the best of their capabilities.

19 After that eight weeks on the program, they will
20 enter the kindergarten for one year. That's five-year-olds.
21 We will continue the oral language development as needed,
22 because we will always have raw beginners. But, we will
23 attack, and this I think many kindergarten programs do not
24 have -- We will attack, we will place them in the reading
25 readiness book. We walk them through or educate them in the

1 three pre-primer books, and in the first grade primer.

2 At the end of that kindergarten program, they are
3 again eligible to attend another eight week summer program.
4 And, then they go in to the first grade. And in the first
5 grade, hopefully, on the first day of school they are on
6 grade level. They should be on grade level. That is our
7 goal. That is our test. Reading of first grade books and
8 handling first grade material.

9 This summer, for the first time, those students
10 who have not successfully completed the first grade will be
11 eligible to attend a free summer school program. A seven
12 week summer school program to try to get them to complete
13 all the requirements of the first grade.

14 Before entering the first grade, students will
15 have had at ages two and three the home instruction program;
16 one year of pre-kindergarten at age four; one year of
17 kindergarten at age five; 16 weeks in two summer sessions,
18 and after completion of the first grade additional help is
19 offered to them in a third summer program. It is a
20 sequential program. It is working for Laredo school
21 district. I think it would work. In fact, I know it would
22 work for all school districts that have a large number of
23 non-English speaking students. And, that basically is the
24 Laredo program.

25 CHAIRMAN CANALES: Thank you very much, Mr.

1 Trevino. Now, Mr. Vasquez. James Vasquez of the Edgewood
2 Independent School District.

3 TESTIMONY OF JAMES VASQUEZ

4 MR. VASQUEZ: I'm an at-risk Superintendent. Let
5 me tell you why I'm at risk. Because we take issue with
6 some of the organization and some of the financing of
7 schools throughout the state of Texas and we are the home of
8 the famous Rodriguez case, and it may be infamous to some.
9 And, now the famous Edgewood v. Kirby. The fundamental
10 question is being raised here is a very, I think clear civil
11 rights issue, which has to do with equal protection under
12 the law. When we presented Rodriguez before the U.S.
13 Supreme Court, the Court at that time, inconsistent with
14 Brown v. Board of Education, decided it was not a
15 constitutional issue and therefore remanded back to the
16 state.

17 Well, 20 years later, the state had made, we
18 felt, very mild efforts to correct the issue. We are back
19 in Court now pending a hearing before the State Supreme
20 Court wondering if our issue rises to equal protection under
21 the State Constitution. And, the fundamental question is:
22 Is education in Texas the fundamental right of children? If
23 it is, it then rises to the level of protection under the
24 State Constitution, which is really broader than the Federal
25 Constitution in providing protection and providing access to

1 the protection of the laws of this state.

2 What we have is segregation in Texas by means of
3 allowing school districts to try and function with limited
4 resources. What we have then is probably around -- The last
5 time we did the statistical work on it, finding that 90
6 percent of the children who attend the 200 border schools in
7 Texas just happen to be minority. As an old mathematics
8 teacher who taught the probability and chance thing, I keep
9 telling myself it wasn't actually done, it didn't happen
10 that way.

11 But, be that as it may, relating that then to the
12 issue of preschool, or early childhood education, I will
13 disagree with some of my predecessors who have said that
14 funding was not an issue. It is a fundamental issue. If we
15 are talking of this state, then there is hope, because the
16 state has just recently, in the last few days, eliminated
17 first grade TEAMS testing, that hopefully leads to the
18 changing of the focus of what early childhood education and
19 grade one and two education should be doing in this state.

20 It's strange to look at what the literature is
21 telling us about the learning styles of children between the
22 ages of four and seven, and that we wonder why the Japanese
23 are getting ahead of us. In some of the comparative studies
24 that are being made, the emphasis seems to be in Japan to
25 focus in those early grades to what they call the

1 cooperative and creative potential of four to seven-year-
2 olds.

3 The use of concrete understanding and early
4 development of that abstract learning of children at that
5 age, by using those particular learning styles of children
6 to help them develop the fundamental cognitive apparatus to
7 make them good learners in later life, rather than focusing
8 on specific skills and not really worrying even about
9 comprehensive, but merely focusing on those skills.

10 If we look at the academic needs that are
11 measured in school, we find that over and over again that
12 what happens or doesn't happen in that zero to three year
13 period is very, very crucial as to what happens to the rest
14 of that child's life. I am always surprised that people are
15 surprised that children that come to school two to two and a
16 half years with a lag in their development continue to lag
17 in academic performance all the way through school. I am
18 continually surprised by the fact that people do not
19 understand that the statistics indicate to us that if a
20 child fails once, the potential to drop out is approximately
21 50 percent. If a child fails twice, the potential to drop
22 out is almost 100 percent.

23 So that, what we know then is that setting in
24 place in early childhood the ability to cognitively handle
25 the rigors of what higher academic performance would require

1 as they move up into the grade structure, must be taken care
2 of.

3 In the society that we live today, I believe
4 there is no greater crises or national defense issue than
5 trying to come to grips with the problem of pregnant
6 teenagers, because there embodied in them is already the
7 next group of dropouts that are going to hit our schools.
8 When we understand that if the motor development and the
9 press for achievement and the language modeling and the
10 guidance for academic goals has not occurred early enough,
11 we know that that child has a very, very dismal future in
12 the public school system.

13 What needs to be done is an education in tandem,
14 if you will, that provides for the education of both the
15 parent and the child. Later today you will be hearing from
16 Gloria Rodriguez, who works a program in San Antonio called
17 AVANCE, that is working cooperatively with my school
18 district trying to form an educational program for parents
19 and a pre-preschool program for children, all at the same
20 time. Realizing that in my school district, by any index we
21 have the highest rate of unemployment; we have the highest
22 concentration of public housing; we have the highest rate of
23 teenage pregnancies; we have among the lowest school
24 completion rates; and one of the highest illiteracy rates in
25 the the county, and probably in the state.

1 That obviously we do not respond to the problem
2 merely by band-aiding it, or as somebody recently said, we
3 don't even band-aid it anymore, we just kiss it to make it
4 better. What we need to look then, is to look beyond what
5 we normally assume the child brings to the school and able
6 to progress then to the structured setting of a school in
7 Texas. That child doesn't exist anymore. As indicated by
8 previous presenters, the ratio of single parent units is
9 probably the predominant group now. As we look at the high
10 percent, or high number of teenage pregnant young ladies, we
11 know that that number is nowhere, at least in the
12 foreseeable future, coming down to a workable level.

13 Therefore, it goes without saying that, as we
14 look at this issue, as far as we are concerned, there is a
15 fundamental civil rights issue here. I think that it
16 permeates across the state as you look at property wealth in
17 relation to what school districts can deliver to the
18 children in their charge. And, when these children happen
19 to be those children of children who come from homes that
20 parents, if they have both, are unskilled and undereducated.
21 From parents who are unemployed and lack the resources or
22 the education to provide any of the benefits of early
23 childhood development. I think that it's a given that
24 funding of schools to provide for those deficits is crucial
25 to the development of the potential of these children all

1 through the state of Texas.

2 Finally, in conclusion, I think it's important to
3 understand also that the economic future of Texas is closely
4 tied to what happens in these changing demographics that are
5 occurring in this state. If you read the papers yesterday,
6 you saw your legislature, not mine, pass a school finance
7 bill that stepped even deeper into a bill proposed by
8 another Senator, and that assures that the party anti-effort
9 is being made in equity one more time in this state. Giving
10 rise, again, to our basic argument that, left alone to do
11 it, the state legislation will not do anything about equity
12 in the state, and therefore need to be in the Courts to try
13 to gain this fundamental civil right for all the children of
14 the state of Texas.

15 CHAIRMAN CANALES: Thank you very much. At this
16 time we will open it up to questions. We'll start with Mr.
17 De Lara.

18 MR. DE LARA: Dr. Vasquez, do you believe --
19 Okay. I guess these other mikes are decorations.

20 CHAIRMAN CANALES: They are for the Court
21 Reporter.

22 MR. DE LARA: Oh, I see. I'm sorry. Dr.
23 Vasquez, do you believe that if the Judge would have agreed
24 that education was a fundamental right that he would have
25 ruled in favor of the plaintiff?

1 MR. VASQUEZ: Well, in the District Court he did.
2 In the Court of Appeals, they didn't. That is the
3 fundamental issue that I think we are trying to debate in
4 the Supreme Court now. The State Constitution has very
5 explicit language in terms of assuring a quality education
6 for all the students of Texas regardless of where they
7 reside. And, obviously then, if it is not being done and it
8 falls within that general description of what fundamental
9 rights are in this state, it is our hope that the State
10 Supreme Court would see it like the trial Court did, and not
11 like the Court of Appeals did.

12 CHAIRMAN CANALES: Ms. Lipshy?

13 MS. LIPSHY: I would direct my question to Drs.
14 Holmes and Harrison-Jones only because of the wider
15 diversity of demographics in your systems. It seems to me
16 fairly obvious that lack of English language proficiency
17 would severely impact a child's access to equal education in
18 school systems. Over and above that, could you describe
19 some of the barriers to equal access to quality education of
20 other minority groups; African American students; Asian
21 students; other students in the school district; imposed by
22 the impediments you are facing, and what would you deem to
23 be a couple of key strategies for addressing this?

24 DR. HARRISON-JONES: I would certainly concur
25 that limited English proficiency as we tend to think of it

1 with non-American born students would not be the single
2 issue when it comes to whether or not youngsters have access
3 to all that they need to become proficient in all that we
4 attempt to present to them. Surely, you identified one
5 group, African American students, and again, we can't say
6 that there is not some of the same needs that we have for
7 our, particularly in Dallas Independent School District,
8 where the largest number of foreign-born students are from
9 Mexico.

10 But, we are faced with the need to deal with
11 English as a second dialect where, though English as we know
12 it might be the expectation, English as it is spoken is not
13 however, the English of the mainstream. And, so we very
14 often do have to engage in a very intensive language
15 development experience for African American students who
16 come from impoverished, or limited academically stimulating
17 environments.

18 Moving from that, it's just a matter of limited
19 access to experiences and exposures that would make
20 individuals capable of performing as particularly persons
21 comprising the Anglo population. We have tried to deal with
22 it here by fusing the school curriculum with a great deal of
23 first-hand experiences. Again, limitations of funds -- I
24 would have to disagree that funding is not a factor here as
25 well, in that when you provide those kinds of first-hand

1 experiences, obviously it is going to cost you a great deal
2 more.

3 Beyond that, the kind of -- we continue to face
4 assessment procedures that are not culture-free. They is
5 still bias in most of our standardized instruments. They
6 have their most disastrous effects on the child, the younger
7 he or she is. And so I, too, am pleased to see that we are
8 removing that method of separating out youngsters at such an
9 early age. And, so though I made reference to the largest
10 group of young people who might have language difficulties,
11 it's not limited to that group, and it's not limited to any
12 single segment, nor is it limited, nor does it exclude the
13 large number of Anglo poor young people, all of whom bring
14 to schools the same deficits that any group of poor people
15 would bring.

16 So, when it comes to the public schools and to
17 what we are attempting to do, my content is that anybody who
18 comes to us who comes by the way of a lack of resources that
19 would allow for them an out-of-school experience that is
20 comparable to the kinds of experiences that others have,
21 then we are faced with the need to provide those, or even to
22 make provisions for them to happen.

23 Before I finish, I want to add that I feel very
24 strongly, however, that this does not always have to take
25 place on school sites. I am very impressed with the parent

1 programs, the linkages with the home. It is not for us to
2 take a child from his setting or to take a child from his
3 own culture or from his home. It is a challenge to us to
4 help that parent to become more capable of providing a
5 nurturing environment where the child might develop. And,
6 many times that involves teaching the parent as you teach
7 the child.

8 CHAIRMAN CANALES: Okay.

9 DR. HARRISON-JONES: Excuse me. Before, I did
10 not go into a great detailed discussion of the Dallas
11 Independent Early Childhood Education Program and I hope you
12 have each gotten a copy, which would give you some of the
13 statistics about the numbers we serve and criteria, et
14 cetera.

15 CHAIRMAN CANALES: Thank you. We have received
16 them.

17 DR. HOLMES: You asked about various cultural
18 groups. Well, in Fort Worth, as we take a look at the
19 issues that confront us, particularly linguistically
20 speaking whether they be Spanish speaking; whether they have
21 variations in dialect. We have begun to think in terms of
22 -- that all kids bring to school a rich language background.
23 Or, if it's not rich and they bring what it is they bring,
24 it is what it is. And, for the most part, it is rich.

25 We do know as we look at language development,

1 and languages are very important; whether it's a second
2 language; whether it is what we know are bilingual issues.
3 It gets beneath linguistics as we began to see it in Fort
4 Worth, regardless of what it is. We know that low-income
5 black kids, and the researchers repeat, bring to school a
6 rich linguistic background. We also know that they bring
7 dialectically and linguistically a different experience from
8 the Hispanic or from the Anglo.

9 But, what it is, we find the challenge is, how do
10 we train teachers to get a grip on linguistically how kids
11 acquire language and what that language means in terms of
12 community. Now, we are moving to the area of literacy and
13 exactly what it means. How did you take the experiences
14 that a child brings to school, respect for that family, or
15 respect for whatever environment he lives in and begin to
16 incorporate that into a classroom. That has become to be
17 known, and it has been for a long time, as whole-linkage
18 approach to teaching and integrated language approach to
19 teaching.

20 And, that's a role that we own in Fort Worth.
21 And, it gives us a broad perspective of the language of all
22 children; Anglos; African American; Hispanic, and we began
23 to concentrate on respect and some dignity of all the kids,
24 and the respect from a logical point of view, from an
25 effective point of view what language is all about. So, in

1 that sense we are concentrating on all of them right now.
2 Because, when you don't and the one gets deprived of the
3 other, you know, just the so-called kid who comes to school
4 with language adequacy.

5 I question that, because language adequacy you
6 are going to have to deal with the issue of literacy; how
7 people feel about themselves; how they relate to others; how
8 they relate to the printed material; and how they relate to
9 just about hundreds of issues.

10 CHAIRMAN CANALES: I am going to have to ask the
11 Committee members to not ask follow-up questions unless no
12 one else wishes to ask questions. Dr. Burke?

13 DR. BURKE: Mr. Trevino, I believe your HIP
14 program has been in place some several years. Is that
15 correct?

16 MR. TREVINO: Two years.

17 DR. BURKE: Oh. Only two years?

18 MR. TREVINO: The way we have it now, yes. But,
19 actually the beginning of the HIP program in Laredo goes
20 back more than two years. We have modified it and we have
21 done some things, so I think I would like to think in terms
22 of the program as we now have it is two years old.

23 DR. BURKE: Well, I was interested in some sort
24 of assessment as to where you were in terms of achievement
25 level and where you are today. Of course, with the

1 modification, I guess it would be difficult to determine
2 that at the present time. But, hopefully in the future, we
3 will hope to get some information as to how the changes have
4 led to some change in achievement level on the part of the
5 students.

6 DR. HARRISON-JONES: I have shared this with you.
7 There is a parent education model that has been replicated
8 throughout this country for the follow-through parent model.
9 The one that came out of the University of Florida with Ira
10 Gordon. And, you have a great deal of research to show that
11 most of those young people not only performed better than
12 their counterparts, but that that performance was maintained
13 throughout their career. Maintained in terms of reduction
14 of dropout rate, on-level instruction; improve attitudes
15 towards school, et cetera.

16 DR. BURKE: Right. Thank you.

17 CHAIRMAN CANALES: Okay. At this time, Dr.
18 Pacheco?

19 MR. PACHECO: Mr. Trevino, one of the things that
20 I noticed in your presentation was that you emphasized the
21 word sequential in the coordinated approach to this whole
22 question of early childhood education. To me, that implies
23 in a sense that the proof of what you are doing in your
24 school district really is not something that you necessarily
25 want to measure at the end of each year, but that you are

1 looking at -- Because you are looking at sequence and
2 coordination that where you really know whether you are
3 doing a good job or not with this program is when that
4 sequence is finished. Would you speak to that, if what I
5 have said is true?

6 MR. TREVINO: First of all, I agree with you, and
7 first of all I would like to share that we don't look at
8 this program as a one-year program. We look at the HIP
9 program, at the pre-K program, the kindergarten program and
10 the first-year program actually, to be one program. Not
11 four different programs or sub-components of those programs
12 in the way of summer school programs. I think that proof of
13 the pudding would come a little bit later on. We have every
14 reason to believe, in the work that we have done this year,
15 certainly for one child. But, the students who complete
16 first grade next year will be the best prepared students in
17 the history of the Laredo Independent School District.

18 You cannot have a program that delineates itself
19 into segments. Not in the early childhood program, I don't
20 believe. I also wish to state that some others have;
21 because I make the statement that I don't think that just
22 throwing money into a program makes it any better. But, I
23 did not mean to imply that early childhood programs should
24 not be better funded by any means. We have seen a lot of
25 federal monies used in many different kinds of programs that

1 have not been successful.

2 I think, and I agree with her, I believe she was
3 the one who said that early childhood programs ought to be
4 more than adequately funded. And, I think the school
5 district also has a responsibility to do all that they can
6 by appropriating those kind of funds. We don't necessarily
7 have to be looking to the federal program or the state
8 agency for additional monies.

9 I think, in many instances, not that we misuse
10 monies, but I think our priorities are wrong. If you have
11 money to build an artificial tribe, and you have money to
12 put an artificial football field; then I think you ought to
13 have money to do some other things. After all, the business
14 of our schools is education, more than anything else. Tongue
15 in cheek, I made that statement because we never win
16 football games anyway.

17 MS. LIPSHY: I will be very quick. Mr. Trevino,
18 I would be interested to know how your utilization rate in
19 Laredo compares with what I have heard to be a really
20 shockingly low rate of utilization state-wide by Dr. Zamora
21 of 57 percent. Of the children eligible for pre-school
22 programs in Laredo, what utilization rate are you enjoying?

23 MR. TREVINO: I pride myself in the fact that the
24 school district has gone out to recruit students into our
25 early childhood program. We use every means at our disposal

1 to bring in children into the program. We have as many
2 students in our pre-kinder as we do in our kinder, as we do
3 in our first grade. We have got approximately 1,200
4 students in first grade. We have 1,250 in kindergarten, and
5 we have 1,135, I believe in --

6 MS. LIPSHY: So that I will have an apples to
7 apples, can you give me a percentage?

8 MR. TREVINO: Pretty doggone close to 90 percent,
9 somewhere around there. So, the figures that were mentioned
10 earlier are very low as to the figures that we have in our
11 school district. Now, using 90 percent as we say in my
12 language, mas-o-menos, which means more or less.

13 DR. WEST: All right. Mr. Trevino, I was just
14 highly impressed at both your presentation and the brochure
15 you passed out that indicates the complete dimension of the
16 approach there in your district. And, it struck me that
17 when we heard from Mr. Vasquez afterwards that, although I
18 am sure that you two agree on the ends, it seems to me that
19 there is a disagreement on the emphasis between you. And, I
20 think this touches on really what we are supposed to be
21 investigating here, namely the civil rights dimension of
22 this problem.

23 It seems to me that Mr. Trevino's presentation
24 stressed first and foremost community involvement;
25 leadership at the level of the school administration;

1 comprehensiveness of the program; parental involvement; in
2 general the local focus on the community itself and what the
3 community could do. And, of course, you went on to say,
4 well, money is good, too. We need more of that. Whereas,
5 with Mr. Vasquez, he began by saying essentially what we are
6 dealing with is a civil rights issue, a money issue. Because
7 poorer districts are simply not getting the money to do the
8 job. So, again, I don't want to drive a wedge between you,
9 because I know you agree.

10 MR. TREVINO: You won't Jim and I are good
11 friends.

12 DR. WEST: No. I understand. I understand you
13 are in agreement here. But, for our purposes, and what we
14 are trying to think through here --

15 MR. TREVINO: I'll give you my perception of that
16 disparity issue as you perceive it. Jimmy will never know
17 it. When I addressed myself to the issue of money, I
18 address myself exclusively to the issue of early childhood
19 education. I think Jimmy has a more global perception of
20 this thing. The funding of education in the state of Texas
21 is not equitable. It has never been. Not as long as you
22 depend on property taxes for financing education. Geography
23 should have nothing to do with the quality of education that
24 a student receives. And, yet geography now makes a
25 tremendous difference as to the quality of education. If

1 you live in Richardson, Texas, or you live in the Edgewood
2 district, there is a great difference.

3 DR. WEST: But, from the point of view of our
4 question on early childhood, it seems to me you didn't treat
5 it primarily and essentially as a civil rights issue. You
6 treated it as an issue that the local community essentially
7 can address. Whereas, I think that we heard from a very
8 different prospective --

9 MR. TREVINO: Let me also state that, if you you
10 do not address it as a civil rights issue, the question of
11 early childhood education, that does not imply -- Money has
12 to be brought into it. But, if you do not treat it as a
13 civil rights issue, then these youngsters who are going to
14 fall behind; who are not going to succeed; who are going to
15 fail will become a burden on society. They are not going to
16 be the kind of citizens that this country deserves and
17 needs. You are treating these people already in the very
18 beginning as second-rate citizens. Knowingly projecting
19 that that's all they are going to be. So, in that respect,
20 I do believe it is a civil rights issue.

21 On the question of funding again, I need to be
22 honest, I think in many instances many school districts
23 prioritize their needs in a manner that we in Laredo would
24 not prioritize them. That's not to say that they are wrong
25 and we are right. We prioritize certain things in our

1 district because we are more independent school districts.
2 Every school district has a right to prioritize, but I don't
3 think that money alone is the issue, or additional money is
4 the issue. That's my judgment.

5 CHAIRMAN CANALES: Mr. Vasquez, do you wish to
6 say anything?

7 MR. VASQUEZ: I sure do.

8 CHAIRMAN CANALES: All right.

9 MR. VASQUEZ: Edgewood school district is
10 probably one of the first urban school districts in the
11 state of Texas to begin early childhood education even
12 without state money. It is a state-wide model that's been
13 used and we have been visited by every school district in
14 the state, I think, and some from out-of-state. So, a lot
15 of local effort has been made. The issue here is when you
16 have a finite number of dollars and you try to stretch them
17 in both directions, they can only go so far.

18 And, when you are dealing with children that do
19 not have the stimulation that the typical white middle-class
20 child has in our society, the school has to step in and try
21 to provide those experiences, that stimulation so that that
22 child, at some point in time, has an opportunity to broaden
23 his field of experiences to be able to go forward then in
24 the standard educational setting and be able to achieve.

25 And, anyone who believes that you can do that

1 without money, I am readily available to consult with you,
2 because I don't know how to buy more teachers to provide
3 more services. I don't know how to provide more field trips
4 so that kids can leave our neighborhood. I don't know how
5 to buy those things called "writing to read laboratories"
6 that cost \$75,000 each, so they can begin early writing
7 activities without money.

8 So that, when I talk about money, that is not
9 saying that we have not made strong central efforts from our
10 own resource bays to implement early childhood education.
11 Because, if you look at the literature, you will find that
12 they measure pretty good standard around there in terms of
13 what we have done in this state.

14 CHAIRMAN CANALES: Thank you, sir. Milton,
15 please?

16 MR. TOBIAN: My question is along the same line.
17 That is the civil rights implication. It occurs to me that
18 the furnishing of these early childhood education services
19 from the testimony we have received gives a better chance
20 for young individuals principally minority children, at
21 least as far as this state is concerned, and probably others
22 as well. It gives them a better chance in order to join the
23 mainstream of opportunity in the nation.

24 In the same line of thinking, the denial of the
25 opportunity to have early childhood education denies them

1 this opportunity and, in fact, sort of makes it almost a
2 sure thing that the educational process fails these
3 youngsters and these predominant numbers of minorities.

4 When I was a math student a hundred years ago, I
5 remember things equal to the same or equal things are equal
6 to each other. And, for whatever reason, if in fact the net
7 effect of what we do and the policies we adopt deny this
8 opportunity, and this denial inordinately falls upon people
9 who are among minorities, then we do -- We deny a basic
10 right. We make it almost sure that they shall not succeed
11 in what we give them by way of education.

12 I would appreciate not from the money aspect,
13 even though it is important, but I think that is beginning
14 to cloud our thinking, or at least putting an extraneous
15 element to it. But, just on the denial or the granting of
16 early childhood as a right, that children should have,
17 particularly if they are -- Due to culture or race or
18 economic conditions, are in particular need of such service.
19 Would you comment on the civil rights implications thereof.
20 Is my question too convoluted to respond to?

21 MR. TREVINO: Yes.

22 MR. TOBIAN: Do you see what I am driving at
23 here?

24 MR. VASQUEZ: I agree with you. I think you
25 sense the essence of the issue. My point that I am trying

1 to bring into play is that we live in a society -- You know,
2 we talk about national defense we are talking in the
3 trillions of dollars. And, I guess I could make the case
4 and say, you know, national defense isn't all money, it's
5 patriotism and resolve and all this great stuff.

6 But, rhetoric notwithstanding, the reality is we
7 live in a world where everything costs money. Whether it is
8 providing additional classrooms to serve every kid that
9 wants early childhood education; to providing the teacher to
10 every child who wants early childhood education; to
11 providing a bus to get him to school; to providing the bus
12 that takes them on field trips. And, it's an item.

13 And, I'm not trying to say that that is the only
14 issue, because I didn't think it worthwhile to be redundant
15 with what everybody else had said, and I made my
16 presentation basically tailored along the lines of looking
17 at a global issue that affects large numbers of school
18 systems and large numbers of children in this state. And,
19 that it affects the total of their education.

20 You are correct. If we don't take care of the
21 problem up front, we pay many times over band-aiding it and
22 we really never take care of the problem through band-aids.

23 MR. TOBIAN: Just to follow up. If we do not
24 successfully make the connection between this denial and the
25 denial of the civil right of these youngsters, then it no

1 longer becomes the business of the U.S. Commission on Civil
2 Rights. And, what I am trying to do is elicit from you your
3 feeling on whether there is such a connection.

4 MR. TREVINO: In my judgment there is. I want to
5 pass it on to this lady who wants to say something.

6 DR. HARRISON-JONES: I have to concur with what
7 you are saying. And, I think you sort of concluded -- Well,
8 reached the conclusion that several of us have eluded to --
9 I think it was Dr. Holmes who first touched on that. But,
10 certainly if we fail to do what we educators often refer to
11 as capitalizing on the teachable moment, which is at that
12 point when the child is most likely to be able to bring to
13 bear upon the situation the richness, as was mentioned of
14 his own culture, and to have individuals who understand how
15 to take that and vouch it with what is new, then we are more
16 likely to have that youngster at the same -- putting it very
17 simply at the same starting point.

18 And, I would think that any time we deny a person
19 the opportunity to begin at the same point, we do impinge
20 upon his or her civil rights. And, so that is the basic
21 difference there, that it will be more difficult to do that
22 at any other point in time. Failure to fund adequately or
23 in the same way, education at that level, sends the message
24 to the locality that it is of lesser importance, even though
25 the locality might use its limited resources for that

1 purpose.

2 But, at any time I assure you that a local school
3 division proceeds to provide a service that does not have
4 the "approval of" or, I shouldn't say approval, but with the
5 public's recognition of approval by state supported funds,
6 it appears that you have a frill, and not a basic component.

7 CHAIRMAN CANALES: Do you wish to say something,
8 Dr. Holmes?

9 DR. HOLMES: Educating young people, young
10 children, costs money. And, educating young kids requires
11 good teachers and good environment costs money. Like
12 liberty, pursuit of happiness and owning property, and the
13 kinds of things that a democracy promises, and it has to be
14 started in the very early years of life. And, that access
15 to reading and writing and literacy and education
16 environment is an expensive task that requires enormous
17 resources, both moral and human and money and everything we
18 can scuffle that are limited resources, and we need more
19 money to educate those folk today. We need more commitment.
20 We need better teachers. And, we need to know a lot more
21 about how we educate the little folk.

22 CHAIRMAN CANALES: Okay. Thank you. We have
23 time for one very brief question and brief answer, please.

24 MR. DE LARA: Yes. I'd like to ask, and this
25 really would be a yes or no answer from the entire panel. I

1 firmly believe that the future of America depends primarily
2 on education. And, I want to ask you this question. Would
3 you agree that if the judiciary system in this country
4 arrives to the conclusion that education is a fundamental
5 right, would that give us, as citizens, tools to insure
6 parity in our educational system?

7 MR. VASQUEZ: Absolutely.

8 MR. TREVINO: Certainly.

9 DR. HARRISON-JONES: Yes.

10 DR. HOLMES: It would be a heck of a tool.

11 CHAIRMAN CANALES: Okay. Let me thank the panel
12 tremendously. It was very informative and we appreciate
13 your traveling and coming this far for those that were out
14 of town, and also from Fort Worth.

15 DR. HARRISON-JONES: I had to come a great
16 distance, as well. All the way across town.

17 CHAIRMAN CANALES: We thank you all very much.
18 We are going to stand in recess until 1:30.

19 (Whereupon, at 1:22 p.m., the hearing was
20 recessed, to reconvene this same day at 1:30 p.m.)

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A F T E R N O O N S E S S I O N

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1:38 p.m.

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TESTIMONY OF DR. EMMETT CONRAD

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CHAIRMAN CAÑALES: Would everyone come to order, please. At this time, we are going to introduce to you Dr. Emmett Conrad. We are very, very happy to have him here today as our guest. We are glad he came to this meeting. He is a member of the State Board of Education. We are happy to have you here today. At this time, we turn it over to Dr. Emmett Conrad.

DR. CONRAD: Thank you. My first comment, I guess to the thought that I am saying that -- Everybody is aware of the fact that there are a lot of ingredients going into education and the success or failure of a child. I think all of us recognize, or need to recognize, the fact that the families, and family as we once knew it, has been destroyed, essentially. And, we no longer have the extended family, particularly in the black community, that we had at one time.

For instance, each day last year, 1,702 infants were born to black mothers. One thousand forty two of them were born to unmarried mothers. They are mothers that had less than a high school education. And, 62 were born to mothers who had received no prenatal care, and they had received an inferior education themselves. One hundred and

1 three were born to mothers that received prenatal care only
2 in the last three months of pregnancy.

3 Each day in 1986, 700 black girls, between the
4 age of 15 and 14 became pregnant. Nine out of 10 were born
5 to unmarried teens. This all has, in my opinion, a
6 tremendous impact on the success or failure in our
7 educational system. And, that's the status of the child
8 itself, because 80 percent of the black children in America,
9 or somewhere between 70 and 80 percent, live in poverty, or
10 below average income families, and without both parents to
11 help support them and see them through the terrible times
12 that can be there.

13 One of the other important factors that I need to
14 point out also is that the need for extended day care, the
15 need for extended prenatal care, also, for the mothers. We
16 have some figures also, that would be very interesting on
17 dropouts in Texas. Sixty seven percent of the black
18 children who come to school come from either one-parent
19 homes or homes where both parents work. The dropout rate in
20 Texas is astounding. There is 1,363,000 students between
21 seventh and twelfth grade. Of the white dropout rate, the
22 number is 36,855; Blacks, 15,313; Hispanic, 34,012; Asian
23 about 1,000, and others -- I'm not quite sure what others
24 mean, but others are less than 100.

25 The other impact that to me seems very important

1 is the fact that there are fewer and fewer Blacks who are
2 finishing high school; fewer and fewer who are going into
3 colleges and even smaller numbers were selecting teaching.
4 The reason for that is very obvious. On the Texas Academic
5 Skills Test, which is the new freshman exam to find out
6 whether a child is ready to cope with college grades and
7 college programs. Out of 419 Blacks who took the last exam,
8 with a 15 percent passing rate. There was 5,339 whites,
9 with a passing rate of 86 percent. Sixteen hundred
10 Hispanics, with a passing rate of 16.9 percent.

11 There are fewer Blacks going into colleges, and
12 that, as a background for it, is the fact that has been cut
13 down in student loans. There has been economic reversals in
14 which a black child can no longer get the funds or borrow
15 the money that he or she once could in order to go into a
16 first year in college. They are also not passing the exams,
17 which means that eventually, we will have total extinction
18 of black educators, which would be tragic.

19 The professional skill exam, which allows one the
20 opportunity to go into the field of education -- without
21 passing it, you can't take a graduate course in education.
22 Four hundred ninety two Blacks took the exam. Fifty six
23 percent failed. Eighteen hundred Hispanics. Fifty one
24 percent failed. Six thousand six hundred seventy eight
25 whites took it with 16 percent failure. And, it's obvious

1 now that minorities are bearing the brunt of the failure.
2 There will be fewer and fewer either Hispanics or Blacks
3 available to teach school, at a time when the child really
4 needs the image and the model of someone of his own
5 background to help him get through the terrible times that
6 we are now seeing in our society.

7 The exit test, which is a test for really a
8 licensing test in Texas if you want to call it that, had
9 only 1,100 Blacks take it last year, with 39 percent pass
10 rate. Fourteen thousand nine hundred whites took it, with
11 72 percent pass rate. And, 2,262 Hispanics took it, with a
12 57 percent pass rate.

13 I might point out that the outlook at graduate
14 schools is even worse than that. Less than three percent of
15 the students in graduate school now in Texas are black, and
16 a not much better percentage for Hispanics. It's kind of
17 interesting, also it's the high number for others, because
18 it includes Asiatics. And, those from India who are now
19 taking those places in grad school that at one time either
20 Blacks or Hispanics took.

21 Now, while we are on the thing of families and
22 the impact that other things have on education, while we are
23 assassinating the educational future of a lot of young
24 future -- We have brilliant group of scientists who are
25 making dramatic advancement in understanding, learning,

1 understanding the brain, and specifically making quantum
2 leaps in neurophysiology.

3 The human brain, unlike the brain of any other
4 animal, really has the ability to associate with anything
5 sensed from its own environment and, with anything that is
6 in its memory bank that's been already stored. And, out of
7 this concept, new concepts, new ideas and ultimately
8 imagination. And, without it, we could not have the type
9 civilization that we have. And, it also alters behavior and
10 many factors.

11 The new study, and the new evolution in the way a
12 brain handles, should be applied to education.
13 Unfortunately, the things we learn about growth and
14 development, the first one is without ample, very ample
15 prenatal care, the child's number of brain cells, the number
16 of that will be less than that one who had the adequate
17 prenatal care and the adequate nutrition. As a matter of
18 fact, one of the most outstanding things that was found was
19 that there are 30,000 extra neurons that are present at the
20 end of the first year, which may or may not be present
21 within the next year, dependent upon the social development
22 of a child, whatever social development means.

23 Similarly, the psychologists say that means
24 talking to the child, giving the child the type of nurturing
25 that supports him, rather than a kind that tears them down.

1 So, to me it's an impact upon our society to find a way that
2 these children are not lost long before they get in our
3 school system at age four or five. We must intervene
4 earlier; intervene before the prenatal care; intervene
5 before the cells disappear that would be present and make
6 this synapses. Synapses is simply a connection, but it's
7 vital to the brain.

8 Without that, it's all hopeless, because by the
9 time we get the child, even at preschool at four years of
10 age, a success or failure pattern is already established.
11 Now, what I vision as what is needed for the children of
12 Texas is specifically early childhood education. And, I
13 know people on the soap box all over the country are talking
14 about early intervention. But, I am talking about
15 intervention at the prenatal level; intervention at the
16 first year of age so that we can assure that the child is
17 getting the type of support.

18 We are talking about parenting for the mother-to-
19 be before the child gets there. And, teach the mother those
20 things that would be helpful in delivering to society a
21 child ready to learn. We are talking about evaluating a
22 child and doing in-depth evaluations for deficits in
23 learning at age two or three years old. So that, by the
24 time they get into pre-kindergarten, you would have some
25 idea of the capacity of this child.

1 We are talking about lowering class size to 15 to
2 one so that more time can be spent with the child. We are
3 talking about skills evaluation at grade three so that any
4 remediation that might be necessary will be a railroad to
5 that child at that age and that we not go through this
6 hopeless business of remediation in sixth, seventh and
7 eighth grades, trying to teach a child how to read for which
8 we have been very often done a poor job.

9 We are talking about lowering class sizes in all
10 of the grades. We are also talking about looking into the
11 future and utilizing technology as an aid in education to a
12 much greater extent than what we are doing already. You
13 see, the scientists can come up with all of the findings in
14 neurophysiology, but until the schools of education change
15 the attitude they have now of doing it the old way. And,
16 add these things in their curriculum and makes the changes
17 that would be necessary with the knowledge we know about the
18 brain and physiology, deliver a better type of education to
19 all children.

20 And, the key to it is going to be money and
21 availability of people to serve the needs of all the
22 children. And, unfortunately, the hardest hit are usually
23 the poorest, because those are the more affluent who usually
24 find a way out of getting a better education for that child
25 by private means. I think it should be a pursuit that we

1 all should be very deeply involved with, because if we are
2 not, America will become a second-rate economic classed
3 nation. We are well on our way.

4 I think that if we put in such a program,
5 utilizing technology; utilizing all the things we already
6 know about learning and learning problems. The whole thing
7 was a very eye-opener to me, because up until I saw this
8 report on neurophysiology, I always thought that dyslexia
9 was a nice name given to a middle-class child who was dumb.
10 But neurophysiology now indicates there is organic changes
11 and physical changes that does point out that there is such
12 a thing as dyslexia.

13 And, if we don't utilize the information, I think
14 we would be doing a disservice to the children of Texas, and
15 a disservice to ourselves, because they are the ones who
16 will be coming out in the class of 2002. They are also the
17 ones that will be taking care of us during our Medicaid
18 days. That's about it.

19 CHAIRMAN CANALES: Thank you very much, doctor.
20 We are going to open up to questions then. Ms. Lipshy?

21 MS. LIPSHY: Dr. Conrad, there are some pre-
22 kindergarten programs available int he state of Texas, both
23 pre-kindergarten learning programs and enrichment programs.
24 Do you believe that non-white children have the same access
25 to these programs as Anglo children? And, if not, why not?

1 DR. CONRAD: No, they don't.

2 -MS. LIPSHY: If not, why not?

3 DR. CONRAD: The state elected instead of going
4 to a full day preschool program, went to a half day. Now,
5 the mother is trying to make it. She's moving, say in
6 Dallas. We are in north Dallas. She has to get the child up
7 there eight, 8:30. Somebody has to pick the child up at
8 noon. Now, that's not compatible with her job. So, the poor
9 people can't afford to utilize the services we have to give
10 getting now. Now, if it was a full day.

11 And, that's another problem that we need to face.
12 Our schools should not close at 3:30 or 4:30. For each hour
13 that the school is in use as a school hour per year, at the
14 end of the 12-year period it adds only one year additional
15 time on task in education. We need to extend the school
16 day. We need to extend the school year. And, we certainly
17 need to make pre-kindergarten an all day adventure, rather
18 than half day spread of time.

19 CHAIRMAN CANALES: Ask another question? Dr.
20 Burke?

21 DR. BURKE: Dr. Conrad, I'd certainly like to
22 thank you for spending your time with us this afternoon. I
23 hear you say that we ought to reorder our priorities. And,
24 you say "we." In terms of prevention rather than
25 remediation, are you talking about, Dr. Conrad, in terms of

1 the attitude of the members of the State Board of Education
2 at this point?

3 DR. CONRAD: No. It's society in general. Our
4 State Board is sold on real education. But, the legislature
5 is not, and they are the ones that hold the money. For
6 instance, we talk about -- When I say it, that's a blanket
7 acquisition, because of course the legislature is not out of
8 session yet. But, to my dismay this morning, I find out we
9 will probably be spending more on prison than we are in
10 addition on education. You say that we are going to become
11 the second largest holders of people in the free world. In
12 Texas, not the nation, just in Texas.

13 The problem is not the Board. They are aware of
14 the value of early childhood. They are aware of the fact
15 that all day pre-kindergarten is certainly much more
16 advantageous to a poor child than what exists now. But, you
17 have to have funds, and that's a limitation. And, you have
18 to remember that the State Board only reflects what the
19 legislature has put in law. We don't make the Statutes. We
20 have to take what they give us and try to work out a
21 workable program.

22 CHAIRMAN CANALES: Do you have any -- Milton
23 Tobian?

24 MR. TOBIAN: Dr. Conrad, in your testimony and
25 the testimony we have heard this morning, the practical, the

1 pragmatic case for early childhood education has been
2 brilliantly made. We suffer as a society when we do not
3 have this intervention at an early point in time. What I
4 would like to see better established, however, is the fact
5 that the denial of this intervention is, in fact, a denial
6 of the civil rights of youngsters that would otherwise have
7 to have it. Would you address yourself to the civil rights
8 implications of early childhood education?

9 DR. CONRAD: It is very, very simple. If there
10 is not available essence in education, the child shall not
11 succeed, and that particular society cannot succeed. And,
12 it goes back to putting priorities in a society. If you are
13 going to put them on things or on the future or on children,
14 it makes a vast difference. And, if you deny a person an
15 education in this day and age, particularly the age we're
16 in, there is no room for a poorly educated or an uneducated
17 person. He cannot compete. There is no room for it.

18 At one time, there was always a place where
19 someone with less than average ability, or someone with a
20 low ability or low education could find a job -- Digging the
21 ditches -- I remember when they put the sewer down the
22 street in my home when I was a little bitty fellow. They
23 had 30 or 50 fellows waiting with shovels digging the
24 trench. Nowadays, one big machine with two people comes
25 along and will put in the trenches. And, that's putting

1 thousands and thousands of other people out of work who are
2 not capable of doing anything else.

3 And, to be denied the ability to earn a living,
4 and that's basically what happens, because of income or
5 because of race, I think is tragic. And, the whole society
6 will pay the price for it, because that's the reason they
7 are going to spend all the money on the prisons. Because
8 they did not educate those in prison now. It's kind of
9 interesting. The average grade level of a person in prison
10 in Texas is fifth grade. Now, there are some doctors there.
11 You know, went to many more grades; some lawyers and some
12 other people. But, the average level is the fifth grade.
13 And, that tells you a great deal of who is in prison and why
14 and why society is failing.

15 And, it goes back to being deprived of the
16 ability to get a first-class education. You've got to
17 remember also a lot of people do not understand and do not
18 know what a good education is. The mothers want that child
19 to succeed, and when they put that bib and tuck on Junior
20 and send him to the public school, they don't know that they
21 have a big job to play at home. They expect the school
22 system to educate that child. And, we are not doing it. We
23 are depriving them of that.

24 So, I think it does have a tremendous affect on
25 the abilities to succeed in the future, and we are going to

1 pay the price for it as a nation.

2 CHAIRMAN CANALES: Dr. West?

3 DR. WEST: Yes. Dr. Conrad, it seems to me that
4 the drift of your remarks cut against your opening
5 statement. I would like to hear your comment on this. It
6 seems to me you began with the observation that really the
7 heart of the problem arises from the destruction of the
8 traditional family in America. That, I think we all
9 understand, has taken place since about 1960 or so when most
10 Americans of all races had their children within marriage.
11 That's the thing that's changed so tremendously.

12 And, the question I have for you is: Why are you
13 so confident -- And, indeed I guess this is really my
14 question for most of the presenters we have heard so far --
15 Why are we all so confident that government can do the job
16 that families are no longer willing to do? And, why are we
17 so confident that by targeting our resources, admittedly
18 limited, on this area of education, and specifically early
19 childhood education, that we are going to solve a problem
20 that really seems to me has its origin somewhere else
21 entirely. Namely in the breakdown of the moral authority of
22 the traditional family and the choice -- And, I do believe
23 it's a true choice on the part of young women of all races
24 -- This is not just a minority issue. To have children
25 outside of marriage, with all the tragic consequences this

1 has for those children.

2 DR. CONRAD: I am not assuming that the
3 government must do everything. But, you have got to
4 recognize the fact that the family has been destroyed for
5 whatever the reason is. The family has gone. The extended
6 family has gone. Now, part of it is urban living; part of it
7 is the big mobility of our society. But, whatever the
8 reasons are, the family is gone. So, we are going to have
9 to do something else. You can forget the family part.

10 DR. WEST: I don't want to forget the family. I
11 will not forget the family.

12 DR. CONRAD: Well, what I am talking is having a
13 great impact when it doesn't exist. This is like an old
14 African statement. You can't kill the snake with the stake
15 you didn't bring. If you don't have that stake, you cannot
16 correct the problem. And, we don't have it right now.

17 DR. WEST: Let's look for the right stick.

18 MR. DE LARA: Mr. Chairman?

19 CHAIRMAN CANALES: Yes, Mr. De Lara.

20 MR. DE LARA: Dr. Conrad, understanding that ever
21 growing statistics of a single parent child with a single
22 parent, and increase in poverty in this country, do you
23 believe that a child that is in pre-kindergarten has a
24 fundamental right to an education?

25 DR. CONRAD: I think so. Every American has a

1 fundamental right to education. As a matter of fact, when
2 we established this form of government, Franklin said you
3 have a republic if you can keep it. And, Justin said that
4 it would require diligent and educated people and to be
5 always on guard to protect it. And, you need -- For a
6 society to survive as a democracy, requires intelligent
7 educated people who can make decisions in the best interest
8 of the group.

9 CHAIRMAN CANALES: Thank you, sir. Any other
10 questions? Dr. Conrad, we thank you very much for coming
11 here today, sir. I do wish to remind everyone that this is
12 not an adversary proceeding. We are not here to debate with
13 anyone. We are just here to listen to the statements from
14 the presenters. So, I would remind everyone about that
15 again. At this time, I will also remind everyone to please
16 register their names, sign in. If you haven't signed in,
17 please do so.

18 And, we will have the open forum at the end of
19 the day. If you want to make other remarks, please sign in
20 at that time also. At this time we call on Delia Pompa, who
21 is the Assistant Commissioner for the Texas Education Agency
22 from Austin.

23 TESTIMONY OF DELIA POMPA

24 MS. POMPA: Good afternoon, Commissioners,
25 members of the Advisory Committee. I am going to serve for

1 you today as your Bureaucrat, your consummate Bureaucrat,
2 and tell you how it is out in the real world today and
3 what's happening in Texas. I hope in this way to serve to
4 you as a resource and to give you broad picture of what is
5 happening in Texas with regard to early childhood education
6 and early childhood issues as they impact upon minorities.

7 My responsibilities in the Agency range from
8 responsibility of children in bilingual education; children
9 in special education; to dropout prevention; to gifted and
10 talented education; to the education of adults in our
11 system. So, I believe the experience I have on a day-to-day
12 basis gives me some sort of touch with what's happening in
13 the world out there with regard to the children we have been
14 talking about all morning.

15 I am also a former kindergarten teacher; a formal
16 bilingual kindergarten teacher and a college instructor of
17 early childhood education courses. I am not a mother. I am
18 a former child, however.

19 We have in Texas over a thousand districts. We
20 have 1,068 school districts to be exact. And, those
21 districts function as independent entities. The role of the
22 State Education Agency really has a role in policy making;
23 in providing technical assistance to those districts;
24 identifying model programs; to disseminate information of
25 what works; and the function of funding. And, that is what

1 we do for school districts.

2 The information I bring to you today then has
3 some roots in statewide mandates. It also has some roots in
4 what individual school districts have chosen to begin on
5 their own. I hope to talk to you about the context of the
6 issues we are discussing today; a bit about the current
7 status of early childhood education in Texas; and then a bit
8 about the future of early childhood education in Texas as I
9 see it from the state agency perspective.

10 First, the contact. I think it is fortuitous
11 that I was in this time slot, because I was able to go back
12 and pare down some of my comments based on the very good
13 remarks you had this morning. I think you had a very good
14 basis laid for you in statistics and what's happening in
15 some school districts. So, I am not going to dwell on the
16 many, many statistics, and I can point to my briefcase and
17 perhaps if you would like me to discuss afterwards, I have
18 scads of statistics.

19 What we are dealing with today in terms of
20 mothers working; in terms of teen parents; in terms of
21 single parents; in terms of drug abuse and substance abuse;
22 in terms of low birth weight babies; in terms of homeless
23 children; in terms of child abuse; in terms of poverty is
24 staggering. We look at those numbers and just as a summary,
25 children in Texas -- Over half of the children in Texas live

1 in poverty in some areas. Black and Hispanic children are
2 more than twice as likely as non-white children to live in
3 poverty in our state. That has a true civil rights impact
4 when we talk about early childhood education.

5 The cry for early childhood education comes back
6 around. I am afraid, as an early childhood educator, I have
7 to decry the pendulum swings sometimes we take. I started
8 myself as an individual in early childhood education during
9 the time in the early seventies that early childhood
10 education was sort of "it." It was the trendy thing to do.
11 It was a trendy thing to go into. And, I was told at the
12 time when I was in college you will always have a job if you
13 go into early childhood education. Well, I'm afraid the
14 pendulum swung and for a while, there weren't early
15 childhood education programs. But, we are back to it.

16 And, in looking at our context, not just at the
17 state, but nationwide, you can see major organizations in
18 the past couple of years have written position papers
19 talking about the importance of early childhood education;
20 the effectiveness of early childhood education; and dealing
21 with later educational and societal problems; and have
22 called for a renewed interest in early childhood education.

23 And, those organizations range from the Council
24 of Chief State Schools Officers, that you heard about this
25 morning, to the National Governors Association, to the

1 National Association of School Boards and most importantly,
2 the Committee on Economic Development. And, when I say most
3 importantly the Committee on Economic Development, I say
4 that because this particular committee is made up of
5 businessmen, of CEO's.

6 And, these people came together to look at the
7 state of America; how productive America was. And, decided,
8 from all the information they had, the most single most
9 important thing we could do to prepare a productive America
10 for the year 2000 and to ensure that we have someone to
11 support us in our Medicaid days, was to provide quality
12 early childhood programs. That the key to society's
13 problems down the road was prevention, early prevention.
14 And, that's really something when you can say a group of
15 businessmen came together and came to that conclusion.

16 So, early childhood education right now is
17 enjoying quite a bit of interest. Another reason it's
18 enjoying interest is our other trend, and that is at-risk
19 students. Somebody earlier mentioned that they had never
20 heard of at-risk students before until the recent years.
21 Well, unfortunately, as an educator, sometimes we have to
22 latch on to trendy topics and hot topics in order to get
23 what we have need all along. And, at-risk children are
24 another hot topic this year.

25 Coupling early childhood education and at-risk

1 education of children, then we need to look at what we are
2 doing as a state. Where are we going? These have become
3 hot topics. Everybody is talking about them. What is
4 actually happening in our school system?

5 But, before I go, I said I wasn't going to cite
6 any statistics, but I do need to go back and look at some
7 very horrifying statistics. If we look at our dropout rate
8 this year, a recent count that we just turned over to the
9 legislature from the Texas Education Agency, over 91,000
10 children dropped out of our schools this last year. That
11 accounts for about almost a seven percent dropout rate in
12 one year. If you play that out to the logical conclusion,
13 these were seventh through twelfth graders, you would have
14 approximately a 36 percent dropout rate for children in
15 Texas.

16 If you look at statistics looking at the number
17 of Hispanic and Black children and the increase in our
18 school system -- Currently Hispanics make up 32 percent of
19 our school population. Blacks make up 15 percent of our
20 population. However, if you look at the trend and the
21 projections, what you find is that that percentage is
22 increasing for both Blacks and Hispanics. And indeed, our
23 population will be majority/minority, if I can play this
24 into semantics, very soon by the year 2000.

25 In fact, by the year 2000 -- I can look very

1 quickly on my notes here -- Only one in three children will
2 be white in our school system in Texas. So, you are looking
3 at populations that have unfortunately historically been
4 over-represented in poverty; over-represented in under-
5 education; over-represented in all of the ills of society.
6 And, that's the population we are going to be serving in our
7 schools in the future.

8 Texas has done an awful lot. It's difficult for
9 me to say that, and I say that -- Well, somewhat
10 incredulously for myself, because sometimes when you are in
11 the big middle of something, you don't see it. I,
12 fortunately, have the opportunity to travel around the
13 country quite a bit in my position. And, when I am far away
14 from Texas, and I see what we are doing in comparison to
15 other states, I have to say, yes we are doing a lot. It
16 doesn't quite seem like enough when you are in the middle of
17 it. Texas does have a very strong law regarding pre-
18 kindergarten education.

19 Pre-kindergarten, or education for
20 four-year-olds, is provided for children where there are at
21 least 15 children in a district who meet the eligibility
22 criteria. The eligibility criteria, as pointed out to you
23 earlier are either limited English proficiency, or economic
24 need. And, economic need is based on free and reduced lunch
25 eligibility in our state.

1 We have 455 districts who offer pre-kindergarten
2 education. That was pointed out to you earlier. About 49
3 percent of our children, or over 58,000 children were served
4 this year. That doesn't seem like enough, does it? Well,
5 we need to look at the context again and what's happening
6 there. Pre-kindergarten education in Texas is funded by a
7 line item. It is not part of the foundation school program.
8 And, there is a cap of \$50 million on how much we can spend
9 on pre-kindergarten education in Texas.

10 Another issue, and you heard this morning --
11 Again, fortuitously, I am able to rebut and clarify some of
12 the things that were said earlier. The reason that only 49
13 percent of our children are being served is not necessarily
14 the fault of school districts. We really have only issued
15 waivers for districts -- in the case of lack of facilities
16 for six districts.

17 The issue is one that was brought up later, which
18 has to do with accessibility to parents. Our programs are
19 half-day programs. Working parents who are unable to leave
20 work at noon and come pick up their kids, or drop them off
21 at school -- Our pre-K programs are not manageable. They
22 are not feasible as day care for children. Our programs, I
23 might add very proudly, are developmentally appropriate. We
24 have done an awful lot of work with teachers -- very
25 qualified teachers across the state -- to develop good

1 programs.

2 Our Board rules do not require that teachers have
3 early childhood certification or kindergarten certification.
4 However, most districts make every effort to recruit
5 teachers who have either early childhood education
6 certificates or kindergarten certificates. And, in the case
7 where they do not, there is a requirement in our Board rules
8 that those teachers have extra training in early childhood
9 education. So, there is quite an effort being made to
10 provide adequate, well-trained staff.

11 A broader issue that comes into play here, and
12 one of the reasons for that particular rule that does not
13 require certification, is we are afraid if we require the
14 certification we would not be able to find the teachers. We
15 have a major teacher shortage in Texas. And, more
16 specifically, in specific areas such as bilingual education;
17 special education; early childhood education. We do not
18 have the teachers trained and credentialed in our state that
19 we would need to serve the populations that we have.

20 In addition to our pre-kindergarten program, we
21 have a full-day kindergarten program that is open to all
22 children in our state. We have a migrant program that,
23 through recent federal legislation is open to children down
24 to three years of age. In addition to that, we have a
25 strong federally mandated early childhood intervention

1 program starting at birth, going to three years of age for
2 children who are handicapped. So, we do have those programs
3 in place.

4 Beyond programs that are run through the
5 educational system, we have Title 20 day care programs run
6 through Health and Human Services out of the federal
7 government in our state. Unfortunately, Title 20 really
8 serves less than three percent in our state of the eligible
9 children. Head Start is also available in our state. And,
10 unfortunately, Head Start is only able to serve less than 10
11 percent of the eligible children. That, again, has to do
12 with funding in both cases.

13 We have more recently in federal legislation
14 created a new program called Even Start. Even Start is a
15 recognition of the inter-generational link between the
16 education of parents and the education of their children.
17 And, Even Start provides funds for adult education classes
18 for undereducated parents who have children in our school
19 systems, either in Head Start or in our pre-kindergarten
20 school systems. The funding has not been allocated yet to
21 our state. As a matter of fact, school districts have until
22 May 26 to apply for these funds at the federal level, but
23 there is not a great deal of money there either. This is a
24 drop in the bucket kind of situation.

25 We have a lot of support in policy for early

1 childhood education, not only in our statute, but for our
2 State Board of Education. Our State Board of Education has
3 a long-range plan for the schools of Texas, a four-year plan
4 that extends through 1990. That particular plan has an
5 objective the provision of early childhood programs. The
6 Board is in the process of writing a new plan which would
7 carry us beyond 1990 and has already stated that, among
8 their major issues and among the major objectives they want
9 listed in the plan, is an emphasis on early childhood
10 education.,

11 Beyond just the specific early childhood
12 programs, a number of our other programs at the state level
13 are focusing on early childhood education. Our Adult
14 Education Division has recognized the link between the level
15 of education of parents and the level of education of our
16 youngsters. And, in pilot projects across the state, we
17 have funded programs of family literacy, which would create
18 the inter-generational link where parents are taught along
19 with their children. And, parents are taught not only
20 literacy skills, but are provided with some of the parenting
21 skills that many of our parents unfortunately do not have.

22 Through our bilingual programs, early childhood
23 programs are offered in the summer. As was eluded to later,
24 children who are entering either pre-kindergarten,
25 kindergarten or first grade are eligible for an eight-week

1 summer program in our schools.

2 Our community education programs have been
3 leaders in the development of programs for latch-key
4 children. These are programs that are started at the grass
5 roots level of the school level. More often than not, they
6 are funded by private agencies; by businesses where the
7 community gets together and goes to IBM or goes to Xerox or
8 goes to a neighborhood grocer and says we need money for our
9 schools. Will you help us? So, that's a grass roots effort
10 that is happening that's being fostered through state
11 efforts.

12 In addition to that, we do quite a bit of funding
13 in terms of discretionary programs. In this past two years,
14 we have focused on funding many of our parenting education
15 programs. Later on you are going to hear from Parents as
16 Teachers, an excellent program that the Texas Education
17 Agency has supported by funding three pilot programs over
18 the last three years. In addition to that, you are going to
19 hear from AVANCE, a program in San Antonio. We are hoping
20 at the state level to be able to replicate some of these
21 programs on a broader basis.

22 So, that's what's happening now. What's
23 happening now is that you have a lot of pilot efforts. You
24 heard about what's happening now directly from some of the
25 school people this morning. I have to point out that,

1 unfortunately, the people you heard from are the shining
2 stars. And, there is not a starry sky out there.

3 The early childhood efforts we have in our state
4 are scattered. They are not accessible to every child who
5 needs them. The parenting programs that we have are not
6 accessible to every parent who needs them. We have some
7 wonderful models. We have some wonderful attempts and some
8 commitments by school districts and by scattered agencies.
9 But, these programs are not widespread enough to reach every
10 child that needs them.

11 By the year 2000, as I said, one out of every
12 three students will be non-white. Also, if we look at the
13 growth rate of our non-white populations, we can project
14 that in the future we are going to have more of the same
15 issues to deal with. And, unfortunately, we haven't dealt
16 with them very well. We have promise from our State Board
17 of Education to put a focus on early childhood education. We
18 had quite a bit of promise from our legislature this year to
19 put a focus on early childhood education.

20 Over the last two years, in between the 1987
21 legislative session and the current session, there were two
22 major committees that were meeting that lent a lot of
23 impetus to our early childhood efforts. One was the Joint
24 Legislative Committee on Dropouts, and the other was the
25 Committee on Juvenile Justice. Both of these committees

1 came forward with major actions, major proposals for
2 movement in early childhood education, ranging from expanded
3 programs for three-year-olds; to day care programs in the
4 school; to programs for latch-key children; to programs for
5 parenting education; alternative programs for teen parents;
6 and the list goes on.

7 In addition to that, the Lieutenant Governor in
8 his anti-crime package set forward recommendations that the
9 quickest, easiest and most feasible way to prevent crime was
10 to provide early childhood education. So, we had lots of
11 support across the state. We had well over 100 bills filed
12 this legislative session that had to do with children.
13 Again, ranging from latch-key programs; to programs of
14 nutrition for teen parents in our schools; to programs
15 dealing with parenting education; day care programs in our
16 schools. Again, the list goes on. Very few of those bills
17 have survived.

18 We are now at the beginning of the future and
19 what we see is that what we have in terms of early childhood
20 programs out of the legislature this time is perhaps, we
21 hope, some money for pilot programs in early childhood
22 education and parenting programs. We have, perhaps if it
23 survives out of committee, a provision that would open up
24 the Statute to allow three-year-olds in our programs, but
25 not an awful lot of money tied to that. We have also a

1 provision in one of the bills that looks like it's going to
2 make it through, for alternative programs for teen parents,
3 which would provide parenting education for those students
4 and the provision of day care where feasible. Again, there
5 is not an awful lot of money tied to that.

6 CHAIRMAN CANALES: Ms. Pompa, I hate to
7 interrupt, but we are way behind time and we may not have
8 time for questions. Could you possibly summarize?

9 MS. POMPA: I am about to summarize.

10 CHAIRMAN CANALES: Thank you.

11 MS. POMPA: What I was going to say is that, in
12 addition to that, we have a wait added for pre-kindergarten
13 that would have allowed the pre-kindergarten program to
14 become part of the school foundation program. That looks
15 like it is going to lose. Last Thursday that came out.

16 In summary, you asked earlier if this is a civil
17 rights issue. I would submit that this remains a civil
18 rights issue as long as access to early childhood programs
19 is actually a matter of your luck; and where you were born;
20 and whether you have a good Superintendent; and whether your
21 School Board is interested in early childhood programs.
22 Because these programs are not available on a widespread
23 basis across our state.

24 CHAIRMAN CANALES: Thank you very much, Ms.
25 Pompa. Do we have some questions? Mr. De Lara.

1 MR. DE LARA: Ms. Pompa, TEA I believe recognizes
2 the Montessori school system up to a certain grade level, I
3 believe junior high school, to that level. If a child in
4 pre-kinder that is going to Montessori school wishes, for
5 the sake of continuity, to remain in Montessori through the
6 twelfth grade, what would it take to get TEA to recognize
7 Montessori through the twelfth grade?

8 MS. POMPA: TEA does not recognize Montessori as
9 a method officially. What it recognizes --

10 MR. DE LARA: I understand.

11 MS. POMPA: -- is individual schools. So, what
12 happens is each Montessori school which, for the most part,
13 is run privately in our state. Most Montessori schools are
14 private concerns, apply for accreditation to our state
15 education agency and submit their paperwork. So, that's
16 what it would take. It would take applying for that
17 accreditation.

18 MR. DE LARA: And, they could go up to the
19 twelfth grade?

20 MS. POMPA: Yes. If they submit the paperwork
21 and meet the standards.

22 CHAIRMAN CANALES: You didn't mention, Ms. Pompa,
23 that the programs are scattered throughout the state. What
24 is the type of rationale that they use, or criteria to
25 determine where they are going to be and who has been left

1 out?

2 MS. POMPA: No. They are not scattered
3 throughout the state by state mandate. They are scattered
4 throughout the state by fact of the availability of money.
5 So, you have two Superintendents here talking about their
6 early childhood programs. A district may or may not have
7 that kind of extensive early childhood program, depending on
8 the priority that district has set. Now, pre-kindergarten
9 programs are mandated throughout the state in every case
10 where there are 15 or more eligible children. So, that
11 would not be local choice. That is a matter of state law.

12 CHAIRMAN CANALES: Okay. Thank you very much.
13 Any other questions? We thank you very much, Ms. Pompa.

14 MS. POMPA: Thank you.

15 CHAIRMAN CANALES: We are running very much
16 behind time, so I am going to ask the presenters to please
17 in some cases, maybe summarize and maybe leave room for some
18 questions. At this time, we invite Ethel Jones. Is she
19 here, Ms. Jones? Yes. There she is. Principal of Dunbar
20 Elementary School in Texarkana, Texas.

21 TESTIMONY OF ETHEL JONES

22 MS. JONES: Good afternoon to the members of the
23 Advisory Committee and guests. I am pleased to join you
24 this afternoon and I am very pleased that you are apparently
25 concerned --

1 CHAIRMAN CANALES: Could you speak into the other
2 mike, please?

3 MS. JONES: This one?

4 CHAIRMAN CANALES: Yes. If you would speak
5 directly into it, please. Thank you.

6 MS. JONES: Okay. Is that better?

7 CHAIRMAN CANALES: Yes. Thank you.

8 MS. JONES: I will start over. To the Advisory
9 Committee and guests, good afternoon. I am very pleased to
10 have been asked to join you today, and I am also very
11 pleased that you are apparently concerned about the early
12 childhood education of all of our children. I serve as
13 Principal of Dunbar Elementary School in Texarkana, Texas.
14 Our K through five campus is approximately 400 students.
15 Dunbar is a typical inner-city school, probably no different
16 in many ways than a school in Newark, Los Angeles, Dallas or
17 Houston.

18 Over 85 percent of our students are on free
19 lunch. And, between 25 and 40 percent of our students are
20 coming from backgrounds of culturally deprived or low socio-
21 economic backgrounds, however you want to term that. It is
22 very common for these 25 to 40 percent of the students to be
23 on welfare; to live in public or substandard housing with a
24 single female parent who is often chemically dependent; lack
25 of prenatal care; and who was a teen mother. The parent is

1 often hostile and has little or no information regarding
2 parenting skills or nutrition skills.

3 When children come from environments such as
4 this, they are often hostile, angry, behind in school. And,
5 they have low self-esteem. And, they are often very
6 difficult to teach. Of course, we all know that these
7 conditions are not the fault of the children, and in many
8 cases they are not the fault of the parents. No one wants
9 to be on welfare. And, no one wants to be chemically
10 dependent. But, this is just the case in which it is from
11 about 25 percent of our students. People don't want to live
12 this way, and I hope that all of you understand that.

13 Now that I have given you some background data on
14 our campus and also this is a problem for us, I want to
15 spend the next few minutes talking about the early childhood
16 education and the low socio-economic background child. Even
17 though I have not read the most recent data, I understand
18 that there is recent research indicating that early
19 childhood programs do not benefit children by the time that
20 they are in third grade. And, I totally disagree with any
21 idea that preschool or early childhood programs would not
22 benefit children by the time that they are in third grade.
23 In fact, I think that the early childhood programs would
24 place students ahead by the time that they are in third
25 grade.

1 From experience, I have noted that those students
2 who have had early childhood training, compared to those
3 that have not, are more ready for kindergarten in September.
4 Those who have not been trained are not ready for maybe six
5 weeks to a semester. This makes it especially difficult for
6 the kindergarten teacher, because they have to start the
7 children where they are. The lack of early childhood
8 training also eliminates these children from qualifying for
9 gifted and talented programs. And, many of these children
10 are gifted and talented.

11 However, if they have not received early
12 childhood training, they don't know their colors; they don't
13 know their numbers; they don't know up, down, left right; or
14 hardly any other pre-readiness skills. Often, they are
15 behind when they enter, and they stay behind throughout
16 their elementary years. And, you know what this means, that
17 they drop out and they end up on the streets.

18 Now, what are the solutions? If parents knew the
19 proper parenting skills, this would help enormously. In
20 middle class homes such as yours, pre-readiness skills are
21 taught by coincident by the types of discussions that you
22 have around the dinner table; by the cultural exposure that
23 you provide for your children. For example, in the morning
24 you may tell your child, "Let's put on the pink sweater."
25 rather than, "Put on a sweater." Or, you may say in the

1 automobile, "Let's see who can count eight blue cars within
2 the next 10 minutes." Rather than, "Shut up and sit back,"
3 Or, "How many yellow bananas can we place in this bag?" And,
4 it goes on and on.

5 Now, what have we done at Dunbar to be considered
6 successful and to solve some of these problems? Of course,
7 we have been judged by the increase on our TEAMS scores and
8 our CAT scores. But, my judgment for success is in the
9 affective domain. I see children that have high self-
10 esteem. Children feeling good about themselves. Happy
11 faces that can't wait to get to school in the mornings.
12 Positive attitudes that say, "I know I can do this if I
13 try." Respect for self other than authority that say, "I
14 can be different if I want to, and so can you." And, a
15 desire to strive for excellence, all of which will result in
16 high achievement and test scores.

17 My basic goal has been to offer the very best
18 instructional program possible, with a highly trained staff.
19 A staff that understands low income minority students. Now,
20 time will not permit me to elaborate on all of the items
21 that I have listed, but at Dunbar we practice high structure
22 with strict rules and regulations. The children know the
23 rules and regulations up front, and they also know the
24 consequences of breaking those rules. We have high
25 expectations of the staff and the students. We expect our

1 students to do well. We expect A/B work. We expect a
2 professional staff. This is told at the beginning, so we
3 have no trouble with people breaking rules and regulations.

4 We practice high patriotism. We love America.
5 We love our flag. The children are taught this at the very
6 beginning of the school year. Every child knows the Pledge
7 of Allegiance; the Star Spangled Banner; and America. They
8 not only know the words, but they know the lines and the
9 meanings of the lines.

10 We also practice in an attractive environment,
11 and I am rushing myself. Our school is pretty. The
12 children are taught that they must take care of the campus.
13 They do not write on the walls and throw toilet paper on the
14 walls in the restrooms. But, they take care of that campus,
15 because this is their property, and they are taught this
16 early.

17 We also invite resource persons in. Once per
18 month, we have an assembly where resource persons are
19 invited from the community -- doctors; lawyers; engineers;
20 truck drivers, you name it. These children need to see
21 themselves in positive roles. So, we try to get -- In our
22 case we have 85 percent black students. So, we try to get
23 that percentage of black persons coming in. They need to
24 see themselves in roles other than pushing a mop and working
25 in the kitchen. So, this is why we bring in the resource

1 persons once per month.

2 Also, I have a very strong counseling program.
3 We are fortunate to have a counselor that has the same basic
4 philosophy that I have, and that's working out very well for
5 us. The children also receive recognition for excellence.
6 And, every child on the campus has a chance to be
7 successful. We offer rewards for perfect attendance; A, A/B
8 Honor Roll; Science Club; Math Club; Principal's Council;
9 Student Council. We have any number of organizations where
10 these children get a chance to be recognized.

11 And last, but not least, we practice a strong
12 community involvement. At the beginning of the year, we
13 have parent workshops, and this is so important. We invite
14 the parents in to find out exactly what we do, the
15 curriculum in our instructional program. They are taken
16 through the child's day. And, we also teach them how to
17 work with the children, how to help them with homework.
18 Because, many of these parents do not know how to help their
19 children with homework. We have a very strong PTA and we
20 also have a lunch program where the parents are invited in
21 every six weeks to eat with the students.

22 My recommendations for the future are that we
23 encourage higher education, to place more emphasis on
24 training teacher candidates to work with low income parents,
25 or low income students. And, that we place more emphasis on

1 recruiting minority students in higher ed, and particularly
2 males for early childhood, as well as elementary schools.

3 We also need to continue and expand early
4 childhood programs such as Head Start. And, I do wish we
5 could encourage or mandate any parent that is on welfare to
6 attend parenting workshops.

7 In closing, I hope that each of you will go away
8 from here today and do whatever you can to see to it that
9 all of our children receive a fair chance early in life. It
10 boils down to the fact that we must do it early in life and
11 pay a small fee, or we do it later in life and pay a large
12 fee. I thank you for your attention.

13 CHAIRMAN CANALES: Thank you very much, Ms.
14 Jones. Do we have any questions at this time? Yes. Go
15 ahead, Lino.

16 MR. GRAGLIA: I have heard that perhaps the
17 single most important thing in a successful school is a
18 strong, determined principal who believes in discipline and
19 believes the function of school is to teach. It sounds to
20 me like you might be the example that corroborates that

21 MS. JONES: I am. Thank you.

22 MR. GRAGLIA: You tell me that you have a school
23 here with 25 percent of your students with single parents or
24 more chemically dependent, hostile and the children
25 naturally reflect this hostility. And, yet you say you have

1 a strong PTA. And, you manage to tell these kids to not
2 throw the toilet paper on the walls. I am very impressed.
3 How do you manage to do that?

4 MS. JONES: Okay. First of all, the campus is
5 between 25 to 40 percent that would be the type background
6 that I described. And, the reason for that is that it's a
7 transient area, so sometimes it's 25 percent, sometimes it's
8 as much as 40 percent. At the very beginning of the year,
9 we have the assemblies where I go in and talk to the
10 children by grade level. And, it's sort of like -- I don't
11 want to say a brainwashing technique, but that's really what
12 it is. And, I am constantly in classrooms. I am constantly
13 meeting with teachers discussing how to meet the needs to
14 these children.

15 For example, some of the teachers were just
16 almost climbing from the ceiling when I first came to the
17 campus. You know, screaming at the children. Corporal
18 punishment was very high. And, we took a positive approach.

19 MR. GRAGLIA: How do you get the PTA to work
20 under these circumstances?

21 MS. JONES: Now, the PTA -- We have four PTA
22 meetings per year and we usually run about 250 parents,
23 because what I do is I give prizes for the classes that
24 bring in the most parents. And, the prizes are very simple.
25 They could be balloons or just very small items.

1 MR. GRAGLIA: I think we may need more principals
2 like you, more than we need early childhood education.

3 MS. JONES: Well, we need early childhood
4 education.

5 MR. GRAGLIA: Too.

6 MS. JONES: Too.

7 CHAIRMAN CANALES: Okay. Do we have any other
8 questions? Milton, this is the final question.

9 MR. TOBIAN: The suggestion of a previous
10 questioner was that the critical difference between your
11 school and the vast majority of schools is not so much in
12 the programs that it offers, but in the persons
13 administering the programs. I would suggest that that is
14 true in anything in this life, but without the programs
15 themselves. Without your ability to test children at age
16 four in a systematic way. If your school started at six,
17 the outcome of these youngsters would not be nearly so
18 hopeful as it is now that you get to start at an earlier
19 age. Would you accept that basis?

20 MS. JONES: Yes. I would accept that.

21 MR. TOBIAN: Would you care to project how true
22 this is? In other words, do you think that, if you have got
23 say a 60 or 70 percent success rate now that, in a
24 percentile expression how much that might be expected to be
25 reduced if you were able to start only two years later?

1 MS. JONES: If I understand your question, I
2 think that if I had as many as 75 percent of the students
3 that had received early childhood, Head Start or any good
4 early childhood program, that I could run like 95 percent
5 success, or 95 percent mastery level on the TEAMS test.
6 That's what I am thinking, because we are in the seventies
7 and eighties now, and we have probably 20 to 30 percent of
8 our children have had early childhood training. It's a very
9 small number.

10 Now, with the new legislation on the pre-K
11 programs, I am looking for better results next year, because
12 we have about more than 30 to 40 percent of our students now
13 are in the pre-K program. Does that answer your question?

14 MR. TOBIAN: Well, in a way I guess it does.

15 CHAIRMAN CANALES: I'm going to have to stop at
16 this point. I'm sorry. Dr. Burke, we do have time for one
17 more question.

18 DR. BURKE: Ms. Jones, you mentioned that you
19 felt your success rate was due to change of attitudes,
20 despite the fact that some students -- many of the students
21 come from poor backgrounds. They are being shouted at at
22 home, yelled at and that sort of thing. At the same time,
23 your school has been successful in establishing a sense of
24 self-worth, boosting self-esteem and therefore helping the
25 children to achieve. Is this primarily done through a

1 system of rewards in addition to the role models that you
2 bring into the school?

3 MS. JONES: Yes. The children are paid off any
4 time with just a smile or a pat on the shoulder. I try not
5 to pay them off with candy or monetary type things. But, a
6 lot of times they are paid off with just a pat or a nod.

7 DR. BURKE: And, this is carried through through
8 your staff, for example?

9 MS. JONES: Oh, yes. I could not do this without
10 a staff that understood what I am trying to do.

11 DR. BURKE: And, a positive attitude on the part
12 of the staff of what to expect of those children?

13 MS. JONES: Yes. Yes. We have staff development
14 once per month.

15 CHAIRMAN CANALES: We thank you very much, Ms.
16 Jones.

17 MS. JONES: Thank you very much.

18 CHAIRMAN CANALES: Gloria Rodriguez? Is she here
19 today? Ms. Rodriguez is with the AVANCE Family Support and
20 Educational Program from San Antonio, Texas. Thank you for
21 coming.

22 MS. RODRIGUEZ: Thank you for inviting me. Good
23 afternoon. I have brought some literature on the AVANCE
24 program if you care to see it. I started the AVANCE program
25 15 years ago in San Antonio, Texas as a result of my

1 frustration as a school teacher. I began teaching in 1970 a
2 group of children in one school from four different
3 classrooms that were supposed to fail. And, they put all
4 these children in one class and I was supposed to try to
5 help them at age six. I was extremely frustrated.

6 At first, I thought that bilingual education was
7 going to be the answer, but what I immediately found out was
8 that these children were not proficient in English, nor were
9 they proficient in Spanish. Many of them lacked the self-
10 esteem. As I would approach them, they thought I was going
11 to hit them. And, I started realizing that there were a lot
12 of problems in the home that was affecting how they were
13 performing in the school.

14 Therefore, when I was exposed to parent
15 education, I realized that that to me was a very viable
16 alternative to addressing the high dropout problem. So, in
17 1973, I did start the program. And, it has been growing and
18 evolving to be a very comprehensive program. We have four
19 centers in San Antonio and one in Houston, Texas. And, we
20 work both with mothers and fathers and the children in the
21 community. In several communities we are located in a
22 housing project. We are not part of the school system, but
23 in essence we are in the communities themselves.

24 So, we worked with the most vulnerable families,
25 and I have prepared a paper to try to keep within my time

1 limit, which I will try to read it.

2 Every person in this great nation is endowed with
3 certain inalienable rights. An adequate education, which
4 enables a person to develop his God-given potential, and
5 which helps him to become a productive contributing member
6 of society is one of those fundamental rights that every
7 American citizen deserves. Unfortunately, too many minority
8 families are not receiving an adequate education and an
9 alarming number are dropping out of school.

10 In the high risk San Antonio communities where
11 the AVANCE organization provides support and education to
12 families, approximately 80 percent of the predominantly
13 Hispanic mothers that we serve have not completed a high
14 school education. Consequently, they lack literacy and
15 saleable job skills, which prevents them from reaching their
16 potential and becoming members of the mainstream of society.

17 In a recent research study that was conducted
18 with funds from the Carnegie Corporation, we found that
19 AVANCE mothers suffer from severe depression. Sixty percent
20 of the women surveyed in the Mira Sol Housing Project where
21 one of our centers is located and 40 percent in our
22 Southside AVANCE Center, demonstrated high levels of
23 depressive symptoms. We also found a negative correlation
24 between maternal self-esteem and depression. Thirty percent
25 of the women surveyed thought of, or had attempted suicide.

1 Many were victims of abuse. The majority were single and on
2 welfare with no saleable job skills. Many were themselves
3 victims of child abuse as children.

4 In addition, many of these women lacked support,
5 felt isolated and felt overwhelmed in their parental role.
6 They had lost hope, energy and motivation to improve their
7 quality of life and consequently they had low expectations
8 that their children would do any better. When asked, "How
9 far do you think your child will go into school?", the
10 majority answered, "Probably in the seventh or eighth
11 grade." These women experience daily continuous stress
12 associated to their economic conditions, and thus become
13 more vulnerable to physical and mental problems.

14 All too often, the cycle continues and their
15 children become the victims of their parents' frustration or
16 the mother becomes the victim of an unemployed father who
17 cannot find work to adequately support the family.

18 How do these conditions affect a child's
19 development and his future academic success? I have always
20 believed that the root of today's social problems and
21 today's academic problems stem from weak family that is
22 crying out for help and has not received that help.

23 Research tells us that there is a high, positive
24 correlation between the structure and stimulation provided
25 in the child's early environment to the child's success in

1 school. If the family is stable; if the parents are loving,
2 nurturing and responsive to the child's needs; if there are
3 books and stimulating learning materials in the home; then
4 it has been found that children have a better opportunity of
5 meeting with academic success.

6 Research also tells us that a mother's education
7 is one of the most important contributing factors associated
8 to school success. Is it right, then, that the educational
9 success or failure of a child is to a large extent
10 determined in the womb? A child is an integral part of the
11 family, and is greatly affected by it. One cannot separate
12 the child from his family, nor from his environment.
13 Educators cannot separate the home from the school. A
14 child's academic performance, his psychological well-being
15 and his behavior are greatly influenced by the positive or
16 negative forces that impinge on him.

17 You can have the best teachers and the best
18 principals, but the child always goes back to the same
19 environment. In fact, I too had my Principal certificate
20 and I decided that was not the place to really work at
21 dealing with the problem.

22 Why are 40 to 50 percent of the Hispanic children
23 failing school throughout this nation? There are numerous
24 reasons. Traditional Hispanic children many times enter
25 school that is culturally different; where the language

1 spoken in a school is not the same as that spoken in the
2 home; where most of the teachers that they will encounter
3 during their 12 years of school are non-Hispanics; and where
4 the books they are exposed to are not relevant to their
5 immediate environment.

6 More importantly, many Hispanic children and many
7 minority high-risk children experience academic failure
8 because the families have never been adequately supported.
9 If they had received assistance like the first wave of
10 European immigrants, who were assisted through settlement
11 homes; teaching them the language; the culture; helping them
12 obtain employable skills and jobs then we would not have the
13 problems that we see now. Services to low income income
14 families have been piecemeal, fragmented, band-aid
15 approaches too little and too late.

16 There has been a philosophy that people should
17 come to services instead of the services going to the
18 people. The schools have, for too long, separated the home
19 from the school, and the school has been very threatening to
20 many of these parents. These approaches have not worked for
21 many low income high-risk individuals and because of it,
22 they have not been able to break the cycle of poverty.

23 AVANCE works. In our research, we found
24 significant differences between the mothers that come to our
25 program and the control group. We found differences in the

1 home environment where parents, through observation and
2 documentation, were more nurturing or more responsive or
3 more loving at post-test compared to pre-test and compared
4 to the control group. They also had more toys that they,
5 because they make toys through our program. They had books
6 and they were -- They considered themselves teachers of
7 their children. Their attitudes changed towards education
8 and their knowledge of child growth and development also
9 changed.

10 We also found differences in the self-esteem and
11 their utilization of resources that could impede the stress
12 that was affecting their ability to parent effectively.
13 Parents -- both mothers and fathers -- served by AVANCE are
14 not only learning to be good parents, but they are returning
15 to school to further their own education. Right now we have
16 hundreds of our parents going back to getting their G.E.D.
17 and getting basic skills. We have 45 women that are
18 attending college. One became a school teacher already. We
19 have six that already completed their Associates Degrees.
20 So, people can change if they are given the opportunity.

21 These parents will not only be the role models
22 for their children, but they will be active partners in the
23 educational process. Then their children will have a better
24 opportunity to become productive, contributing members of
25 society, and will be able to partake of the fruits that this

1 country has to offer. He will be able to have a full life,
2 and experience liberty and be better able to pursue a life
3 of happiness that our founding fathers guaranteed to all its
4 citizens.

5 Therefore, if we want to achieve equity in
6 education, then it is imperative that we begin during the
7 child's critical, formative years -- from conception to age
8 four with the parents who are the child's first and most
9 important teachers. Educational intervention must begin in
10 the home; be community based; be comprehensive in scope; be
11 preventive in nature; and provide sequential services to
12 children and their parents. We must rebuild families, and
13 we must rebuild communities.

14 Fundamental changes need to occur in the
15 educational, social and political system if one is to
16 achieve equity and fairness. Educational reform and the
17 strengthening of parental knowledge and family support are
18 feasible, logical, doable solutions to the problems that the
19 high dropout, the illiteracy, the debilitating conditions
20 associated with poverty that so many of our minorities and
21 individuals are experiencing.

22 As a matter of social justice and equality, this
23 agenda must move forward in all communities. With the
24 minority of the population becoming one-third of the
25 population at the turn of the century, and becoming the

1 majority at the turn of the century, we cannot afford to
2 lose one child or one family to poverty and lack of
3 education. We should all have a vested interest in all our
4 children. Thank you.

5 CHAIRMAN CANALES: Thank you very much, Ms.
6 Rodriguez. Do you have any questions, Mr. De Lara?

7 MR. DE LARA: Ms. Rodriguez, your program is an
8 inspiration to all of us. AVANCE is not a supplement
9 program to education. You are part of education. Based on
10 your experience, I want to ask you an unscientific question.

11 MS. RODRIGUEZ: Okay.

12 MR. DE LARA: Based on your gut feeling, on a
13 scale of one to ten, if you take a single parent family, you
14 take a child from a single parent family, who has a strong
15 nurturing initiative for that child, as opposed to either a
16 two-parent family or a single parent family that does not
17 have a strong nurturing element. On a scale of one to ten,
18 what is the rate of success for that child with a strong
19 nurtured lifestyle?

20 MS. RODRIGUEZ: Ten. That the single parent that
21 nurtures her child will do well. And, they might have both
22 parents and the parents are not supporting the child, then
23 the child will not do well. This research tells us that.
24 And, the fact is that we can just go beyond whether they are
25 married or not married.

1 I come from a very low income community. My
2 mother only went to the third grade. My husband's family
3 also went to the third grade. Yet, from his family there is
4 a medical doctor, three electrical engineers, one college
5 professor, one social worker. I am just about to complete
6 my Ph.D. in Early Childhood Education. There are several
7 teachers in my family. What made the difference? The
8 difference came from a loving, nurturing supportive family
9 that guided us and supervised us and showed us that we were
10 important and that we had a purpose in life where the values
11 were rich and where religion was strong; where the working I
12 think was there. That made the difference in both of our
13 families.

14 Therefore, when I started AVANCE, it was not just
15 because theory told me and research tells you that this is
16 how children grow and develop. But, I also did it because
17 of my own personal experiences. If it happened in my family
18 amidst all the crime and delinquency, then it can happen
19 with single parent families. And, it can happen with two
20 parent families, or it can happen with rich and poor
21 families. But, the most fundamental unit of society is the
22 family. If the family is weak, then society is weak. And,
23 unfortunately, too many families are not functioning well.

24 CHAIRMAN CANALES: Dr. West?

25 DR. WEST: Yes. I would like to echo that

1 sentiment and I will point out in my penanic (sic) scholarly
2 way that that's just the sort of thing that Alexis De
3 Coteville said 150 years ago was characteristic of America
4 at its best. It's people in their communities seeing a
5 problem and deciding not to wait around for someone else to
6 do it, but just to start taking care of it at the level of
7 the community. And, it seems to me that you have just given
8 us a brilliant example of that.

9 I would just like to mention again, too, and ask
10 for your comment on this point. That, I was struck again by
11 the fact that in your presentation we didn't hear anything
12 about civil rights and about the question of civil rights.
13 What we heard about was a very positive presentation about
14 what can be done by people in their communities, and it
15 seems to me significant that the more we think about these
16 problems in terms of what we can do, what positively we can
17 accomplish through our own efforts, the less it is that we
18 will use civil rights as a kind of crutch to say, well, if
19 only we had the money; if only the federal government would
20 step in; if only this; if only the system was better.

21 In other words, that the whole focus of life and
22 the whole attitude towards problem solving it seems to me is
23 completely different when you take the kind of approach that
24 you have indicated here of just rolling up your sleeves and
25 getting the job done in the community.

1 MS. RODRIGUEZ: I have to tell you that our
2 program is funded by the government. It's funded by the
3 local government, the state government and the national
4 government. I also have to tell you that I just came back
5 from a two-week study tour of France to study their family
6 policies. Their Government strongly believes in the family,
7 and they believe that all children are important and that
8 how they are affected will have an effect on the nation. On
9 the democracy or on the economy, and on the strength of each
10 community.

11 There is universal day care for all children
12 three to five years of age. Ninety eight percent of the
13 children are in day care. There is free universal health
14 care. There is a family allowance to each parent that has a
15 child. And, the private sector comes in and gives mothers 16
16 weeks paid maternity leave, because government and business
17 believe in the family, and they believe that it is an
18 investment in the future of this nation. One could look at
19 it in that way.

20 And, I think I did mention civil rights in the
21 sense that all of us have a right to an adequate education
22 and if, by beginning school at age six already having a deck
23 stacked against us, then that is not going to make us
24 achieve civil rights to a certain percentage of the
25 population. And, in this country, it's going beyond just

1 the low income minority family.

2 The family, by itself, in the past two decades
3 has completely changed. There is a high divorce rate.
4 There are a lot of single parents. Yet, government, the
5 work force and the schools have not responded to those
6 changes. They still think that mothers are out there waiting
7 for their child at 3:00. And yet, only seven percent of the
8 population today have mothers staying at home and father
9 being the breadwinner. Family has changed, but we refuse to
10 accept those changes.

11 And yet, the business sector is now saying at
12 3:00 production goes down. Why? Because the parents are
13 very afraid of what's happening to their latch-key children.
14 And, when you have a corporation like General Foods funding
15 AVANCE in Houston and saying, business needs to get
16 involved. It's because business is saying, I see that in
17 the future I have to have a work force. And, business is
18 saying, we am spending \$20 billion in retraining the work
19 force. Therefore, we have got to get actively involved in
20 strengthening the family. You've got to put money in,
21 whether it's government or business, it's going to take
22 money to support and strengthen the family. And, we all
23 have to do our part.

24 CHAIRMAN CANALES: Okay. Dr. Pacheco?

25 MR. PACHECO: Ms. Rodriguez eloquently answered

1 my question without my having asked it.

2 CHAIRMAN CANALES: Okay. Any other questions
3 from anyone else? Milton Tobian?

4 MR. TOBIAN: How many mothers or families are
5 involved at, say right now, in your program in San Antonio?
6 And, not only numerically, but express in percentile
7 numbers, as well.

8 MS. RODRIGUEZ: Well, we were over 2,000
9 individuals, both in San Antonio and in Houston. And, that
10 includes mothers and children. We have a variety of
11 programs. We don't only have this comprehensive program in
12 several of the housing projects, but we also are in the
13 schools. We also work with those families who are ready to
14 lose their children because of child abuse and neglect. And,
15 we work with the fathers. We have a fatherhood project.

16 But, the numbers have a rippling effect. You
17 work with a mother, for example, in our motherhood project,
18 but you also affect other members. You affect the
19 neighbors. You affect the siblings, and so forth. But, to
20 answer you it's 2,000. And percentage, I don't know what
21 you are referring to.

22 MR. TOBIAN: Well, some of those you know, if you
23 have added you know, a mother and a child for instance, is
24 that a unit or a family involved, or are you counting them
25 separately?

1 MS. RODRIGUEZ: No. These are 2,000 mothers,
2 fathers and children in five communities.

3 MR. TOBIAN: All right. Now, compared to how
4 many there are, would this be one percent, would this be
5 five percent of the families out there?

6 MS. RODRIGUEZ: Oh. A drop in the bucket. In
7 fact, we are currently trying to apply for that Fair Start
8 program, and work with several school districts in San
9 Antonio, because I believe that we have got to be more
10 creative. We have got to have the same components that are
11 in our program that are working, but try to institutionalize
12 that and incorporate them into institutions that are already
13 there. In fact, there is a school in every community, or
14 there is a church in every community. So, it's either one
15 or the other. And, what AVANCE tries to do is tap the
16 existing resources and many under-realized resources that
17 are there and just make them available to the people.

18 For example, in our adult education program, we
19 brought Region 20 and we brought the colleges down to the
20 barrio, down to the housing project. So, some of the
21 services are already there. Some of the facilities are
22 there, like the schools and the churches. But, how may we
23 maximize those resources to reach more people, because the
24 need is extremely great.

25 We even got in the New York Times. We have come

1 out three times and we have come out twice in Business Week
2 and once on ABC World New Tonight. When you get that kind
3 of national exposure, we are just inundated, inundated
4 throughout the country with calls of people saying, "We have
5 the same problem. We need technical assistance. We need
6 support." Which means, if it's a drop in the bucket in San
7 Antonio, it's a drop in the bucket in this nation.

8 CHAIRMAN CANALES: Okay. We thank you very much
9 for that fine presentation. Thank you for being here today.

10 MS. RODRIGUEZ: Thank you.

11 CHAIRMAN CANALES: At this time, we stand in
12 recess for about 10 minutes.

13 (Whereupon, at 3:05 p.m., a brief recess was
14 held, and the hearing resumed at 3:15 p.m.)

15 CHAIRMAN CANALES: Ladies and gentlemen, first of
16 all the first announcement is that Jerry Stover, the
17 Regional Director for Head Start, the United States
18 Department of Health and Human Services is ill with the flu,
19 has illness in the family and he will be submitting his
20 written testimony at a later date. So, we have made up for
21 a little time, not too much. We are still behind time. At
22 this time, I am happy to introduce to you Joyce Herron, who
23 is with the Trinity Christian School in Lubbock, Texas. And,
24 we thank you very much for coming here today.

25

1 TESTIMONY OF JOYCE HERRON

2 MS. HERRON: Thank you for this opportunity that
3 we might share. I'd like to speak to you as a mother of 33
4 years; a grandmother of 12 years; as a teacher and Principal
5 for 30 years. I spent my first 20 years as an educator in
6 the inner city of Los Angeles. I have worked with
7 incorrigible children, looked through shelves every morning.
8 A little girl, who after spending five years in day care
9 centers later was put into a foster home, tied herself to
10 her chair daily. I had a four-year-old genius in my
11 classroom with an IQ of 200.

12 I left Los Angeles after trying to be the best
13 teacher and administrator I could be. But, I was there long
14 enough to see the same parents return with their children.
15 If I was to learn anything, it was that the child needs the
16 parents, or at least the grandparents for nurturing,
17 supporting and caring in order to be a stable adult. Also,
18 that some parents need help. We must do whatever we can to
19 have stability in our children regardless of opportunities,
20 rich or poor. If a child is not emotionally stable, he is
21 at-risk. I believe stability or the lack of it comes from
22 the home, not from the lack of formal education by
23 strangers.

24 I recognize that the purpose of this hearing is
25 to ultimately provide equal education opportunities for all

1 children, and I will set forth three solutions that I feel
2 will provide each child with equal opportunity for
3 education. It has been said many times here today that we
4 are in a bad situation. Even though millions of dollars
5 have been poured into the education of our children, the
6 situation is not improving.

7 My Dad said to the six of us many times, "Profit
8 from others mistakes, because you don't live long enough to
9 make them all yourself." We must be very careful that the
10 result of federally funded programs will not encourage
11 mothers to desert their most important job, that of being
12 responsible for the training and bonding and stability of
13 their child.

14 Dr. Ken and Carol Vachelvy mention in their book
15 "High Risk" or "Children Without a Conscience" some
16 devastating behavior from children who lack bonding. Just a
17 few of these: Lack of ability to give and receive
18 affection; self-destruction to self-destructive behavior;
19 stealing; lack of long-term friends; learning disorders;
20 lying. Of course, any one of these problems would lend
21 itself to the dropout problem. It is my opinion, after
22 working with several thousand children and parents over the
23 past 30 years that the thrust must be toward more support to
24 the families, not taking the child out of the home.

25 I started my formal education at seven. My

1 oldest child started at five. And, now we are talking four.
2 If four is good, then is three better? Dr. Burton White,
3 the former Director of the Harvard Preschool Project, and
4 perhaps the country's leading authority on the first three
5 years of life, has put it bluntly, and I quote: "After more
6 than 30 years of research on how children develop well," he
7 says, "I would not think of putting an infant or toddler of
8 my own into any substitute care program on a full-time
9 basis. Especially a center based program.

10 A study of Swedish day care centers echoed Dr.
11 White's sentiment. The general conclusion of the Swedish
12 study was that the psychological development of the child in
13 its initial years is better in an ordinary home environment
14 than in any state care facility, regardless of how excellent
15 it is.

16 True education involves the parental preset
17 examples and leadership. Let us train. Let us concern
18 ourselves with the homes. They produce our future. They
19 will produce our decision makers and our decision makers
20 must be stable. What can we do?

21 I believe our schools across the country must
22 encourage more and more parent involvement and training.
23 After leaving Los Angeles after 23 years as an educator and
24 principal, and moving to Lubbock, Texas, I opened a school
25 with only 23 three and four-year-olds, and two teachers.

1 These were certified teachers. This school was to be
2 different. Parents must be involved in the training
3 classes, in observation. We have a parent activity center.
4 They must be doing the disciplining of their children, or
5 they may not put their child in the school.

6 People said people must work. They are not going
7 to do that. They won't be involved. It won't work. Well,
8 it did work. I only had the children for two and a half
9 hours twice a week. My desire was to work with parents,
10 because I felt that was the need. But, the demand was so
11 great that we added a grade each year. And, right now I
12 have 599 children from three-year-olds to eleventh grade.
13 And, the three and four-year-olds come only two and a half
14 hours a day. And, the kindergarten children come five days
15 a week. The three and four-year-olds come two days a week.

16 Parents beg for help. Teachers welcome parents
17 in the classrooms, and the teachers are chosen to -- and,
18 those teachers who respect parents who would come into the
19 classroom and observe their child. There is peace in the
20 school. Parents, I believe, have handed their children over
21 to the institution and I believe the institution must hand
22 their children back. Educators over the country contact our
23 school and visit to find out what we do with parents. We
24 have helped over 150 schools be involved with parent
25 programs.

1 I believe that we are failing to use one of our
2 greatest resources to help the generation yet unborn. I
3 believe we are giving up the use of our grandparents with
4 these federally funded education programs. Children need
5 their grandparents. Parents come to me -- Children come to
6 me and say, "I need somebody to help. Be my child's
7 grandparent." If there is not one available. But,
8 sometimes grandparents are available, and we need to make
9 use of them. They are not under pressure, or the demands
10 are not so great. And, it's my experience that little
11 children love their grandparents and want to be around them.

12 They can contribute much to the training of our
13 youth. In fact, may be a part of our answer to saving the
14 remnant of otherwise lost children. We must encourage any
15 form of true love and affection and stability in our little
16 children. The 1909 White House Conference on Children put
17 it this way, and I quote: "Home life is the highest and
18 finest product of civilization. Except in unusual
19 circumstances, the home should not be broken up for reasons
20 of poverty."

21 Given the data that a child's well-being is
22 directly related to parent interaction and a less structured
23 environment and that the home plays an integral part of a
24 child's development, I propose the following solutions. If
25 we wish to help emotionally stabilize our youth, let's call

1 on the primary teacher, the parent.

2 Number one, for those mothers who do wish to work
3 and who desire to stay at home with their child, allow them
4 a tax credit. Number two, for those mothers who must work
5 out of necessity but have strong principles by which they
6 raise their children, allow them a tax credit to apply
7 toward the care of an individual who holds similar beliefs
8 and concerns. Number three, for those working parents who
9 place value in the extended family, grandparents, aunts,
10 uncles, allow a tax credit applicable to this group for the
11 care of their children. And, certainly encourage and
12 perhaps demand more parent involvement in our schools.

13 I think we would all agree that the parent in
14 most cases is the one who loves the most; knows the child
15 best; and would be the best evaluator of suitable child
16 care. Should not the parent then be the one to decide who
17 will care for their child and train their child?

18 Let me close with the mother, who looking for a
19 child care person, wrote down a list of things that she
20 wanted in this person and she said she wanted someone to
21 kiss away her child's hurts; someone who would rock her
22 child; sing to it; read stories to it. And, after looking
23 and interviewing many, many people, she decided that this
24 was her job description. And, certainly if that is the one
25 that best loves the child, we should do everything we can to

1 support that mother and the home.

2 I believe this is what brings stability and
3 bonding and preparation for the formal education of a child.
4 As an educator of 30 years, and as a mother, and as a
5 grandmother, I believe that the formal education is not the
6 answer for this child care dilemma. Instead, I feel that
7 the tax credit system and family involvement and family
8 support is the most viable means of providing all children
9 with an equal educational opportunity. Thank you.

10 CHAIRMAN CANALES: Thank you, Ms. Herron. Do we
11 have any questions? Dr. West?

12 DR. WEST: Yes, thank you. Would you be willing
13 to comment then, in light of what you have said which I find
14 very sympathetic, on the claim that's been advanced by many
15 people today that the early childhood government programs
16 are a civil rights issue, and that not to have such programs
17 is a denial implicitly of people's civil rights?

18 MS. HERRON: Well, it's been my experience that
19 we have many unstable children, whether they are like the
20 little boy that I have in my school today whose mother was
21 murdered and he has been in five different homes, or whether
22 it is that very rich child. And, I do have some of those. I
23 have a little child and she says all I want -- I counsel her
24 about once a week, and she says, "All I want is a Mommy and
25 a Daddy. A real Mommy and a Daddy. Somebody to hold me and

1 to care for me and to hold me." And, I believe that's what
2 all children want. And, I think we should do everything we
3 can to stabilize families.

4 CHAIRMAN CANALES: Any other questions? We thank
5 you very much. Thank you very much for coming over here,
6 and we appreciate your presentation.

7 MS. HERRON: Thank you.

8 CHAIRMAN CANALES: Sue Gainer? Is she here? I
9 wish to introduce Sue Gainer, who is with the Texas
10 Association for the Education of Young Children. Ms.
11 Gainer.

12 TESTIMONY OF SUE C. GAINER

13 MS. GAINER: Thank you. I am pleased to have
14 this opportunity to give public testimony before the
15 Advisory Committee today. I would like to do my testimony
16 in the following ways. I would like to briefly describe the
17 organizations that I represent. I would like to give just a
18 brief statistical review of poverty and minority children in
19 Texas. And, that would also include some statistical
20 information about minorities and literacy. I would like to
21 discuss some of the barriers to the adequate education of
22 some minorities.

23 Fourth, I would like to talk about early care and
24 education as prevention and intervention to include what the
25 nature of that care and education needs to be for young

1 children. And then last, I would like to deal with some key
2 issues that public policy makers must consider when
3 formulating legislation and initiatives for early care and
4 education of young children.

5 I am President Elect of the Texas Association for
6 the Education of Young Children. It is an advocacy group
7 that is associated with the National Association for Young
8 Children, which has over 60,000 members. It is the largest
9 early childhood education professional organization in the
10 nation. We are also associated with the Southern
11 Association on Children Under Six. Here in Texas we have
12 approximately 30 affiliate groups across the state, with
13 about 3,000 members. Dallas has a local affiliate that has
14 over 500 members.

15 Members of TAEYC are teachers. They are parents.
16 They are care-givers. They are administrators. They are
17 university faculty; social workers; psychiatrists;
18 psychologists; physicians; nurses and students. As you can
19 see, we are a very diverse group. We are associated with
20 public and private schools; with family day homes; with
21 child care centers; with colleges and universities; with
22 government agencies and other related groups.

23 In spite of our diversity, all of the members of
24 TAEYC share a common desire, and that is to meet the social,
25 emotional, physical and cognitive needs of developing

1 children. We are also concerned about their families. And,
2 we are also very concerned about the professionals who work
3 with young children in the early childhood care and
4 education programs.

5 I work for Child Care Dallas. It's a non-profit
6 corporation with an established record of providing high
7 quality, well-managed child care services. It was organized
8 about 87 years ago and it was organized because there was a
9 need for care of young children. There were women here in
10 Dallas who were going to the cotton mills to work, and they
11 were taking their children to the outside, leaving them and
12 checking on them at breaks. So, you see we have had women
13 for a long time who have been in the work force and who have
14 had a need. These women were there because they had to be
15 there. Because they needed to provide for their children.

16 Child Care Dallas provides care and education
17 services for low and moderate income families. Most of our
18 families are low income minority families. We provide care
19 in seven accredited child care centers. Yes, there is
20 accreditation for early childhood programs, a national
21 accreditation process that I will talk about just a little
22 bit later.

23 In registered family day homes, we have 50 that
24 we monitor. We also in our agency have a concern about
25 children under the age of three being cared for in a center

1 setting. We feel that their needs are best met in a home
2 setting, where a mother with a small group takes care of
3 them. And then, we have a broker program where we contract
4 with about 50 child care centers around Dallas and monitor
5 and provide training for children that are placed in them.

6 In 1988, the profile of the client that we served
7 in these three programs that I have just described to you a
8 little bit, was a single minority female with about 2.5
9 children, with an income \$10,000 or less.

10 Texas in 1985 had 4,798,000 children under 18.
11 About 1.5 million were under five, and 3.3 of them were
12 between five and 17. The children make up 29.3 percent of
13 our population here in Texas; 1.14 million lived in poverty,
14 making about 23.8 percent of our children being in poverty;
15 35.4 percent are Black; and 47.9 percent are Hispanic.

16 What about illiteracy as far as minorities are
17 concerned? While the largest number of illiterate adults
18 are white, native-born Americans, in proportion to
19 population, the figures are higher for Blacks and Hispanics.
20 Sixteen percent of white adults; 44 percent of Blacks, and
21 55 percent of Hispanic citizens are functional or marginal
22 illiterates. Figures for the younger generation of Black
23 adults are increasing. Forty seven percent of all Black 17-
24 year-olds are functionally illiterate. The figure is
25 expected to climb to 50 percent by 1990.

1 Children who are living in poverty are at-risk.
2 They are at-risk for not only school failure, but for a
3 number of other things that we have concerns about in our
4 society. Youth who have the weakest reading and math skills
5 when compared with those who are average as far as their
6 basic skills are concerned -- They are nine times more
7 likely to drop out of school before graduation. They are
8 eight times more likely to have children out of wedlock.
9 They are five times more likely to be both out of work and
10 out of school. They are four times more likely to be forced
11 to turn to public assistance for basic income support.

12 Thus, significant portions of our minority
13 American citizens are living in poverty and are not being
14 adequately educated so that they can become self-sufficient
15 positive human resources to our communities and societies.

16 What do we need to do to turn this picture
17 around? We have to first acknowledge that there have been
18 and continue to be barriers to correcting some of the
19 educational problems that I have described. Some of these
20 barriers are economic, and some are attitudinal. We have to
21 allocate enough fiscal resources to do a good enough job of
22 caring for and educating our children.

23 One of the things that you will notice is that I
24 continue to say care for and to educate our children. I
25 think the issue is not just an issue of educating our

1 children, but because we have so many single mothers who are
2 working, and we have two-parent families now who, just to
3 maintain the quality or the standard of living that they had
4 had in the past, two parents are having to work. So, young
5 children are now earlier in out of home care. So, it is a
6 care and it is an education issue.

7 When I talk about doing a good enough job, having
8 physical resources to do a good enough job, one of the
9 things that we experience in some of the programs that are
10 funded is that there really is not enough money to do a good
11 enough job. And, that's something that we really need to
12 think about. We need to deal with the issues of having
13 educational environments that are positive. There are ones
14 that affect in a positive way a child's self-esteem.
15 Children who do not feel good about themselves are children
16 who fail. They are children who drop out. And, they are
17 children who do not benefit well from the educational
18 system.

19 We need to have environments that reduce
20 discipline problems instead of encouraging them. We need
21 environments that motivate children to learn, and we need
22 environments that motivate them to have long-term
23 aspirations to succeed and to be productive society members.

24 I have my testimony written for you, and I have
25 attached to it an article that I would really like you to

1 read in-depth, because it addresses these issues of
2 motivation in schools, of schools developing positive self-
3 esteem, and providing environments. And, the key issue that
4 they have a concern about in this article is really
5 involving the parents. And, we have heard several times
6 today it talked about how important parent involvement is,
7 as far as the care and education of young children.

8 Early childhood care and education can be
9 intervention, as well as prevention, for some of our
10 children who are at-risk for school failure; who are at-risk
11 for special education programs; who are at-risk for
12 dropouts. Some are at-risk for teen pregnancy. Some will
13 get in trouble with the juvenile or the criminal justice
14 system. And, some will become involved with the mental
15 health system. And, it has to do with the stresses that
16 they have in their lives because of the poverty that they
17 live in.

18 But, services that good early childhood education
19 programs provide are costly to society. But, we do have
20 research that indicates to us that, for every dollar that we
21 invest in high quality care and education programs for at-
22 risk, low income children, the investment or the return is
23 seven dollars. That is because we do not have to pay for
24 mental health services; for special ed services. These
25 children stay in school. They go on to vocational schools.

1 They go on to college and become contributing taxpayers in
2 our society.

3 I have also attached to my testimony some
4 outcomes of research that we do locally here of the children
5 who are involved in our Child Care Dallas programs. We have
6 tracked these children into the local public schools, and
7 they do significantly higher; achieve significantly higher
8 scores in reading and math, and in language on the
9 achievement test scores. So, good early childhood education
10 can make a difference as far as success in school is
11 concerned.

12 There are certain program characteristics that
13 are inherent in a good program, and I will just briefly
14 describe them. The group size is important. Whether a
15 child is in a child care setting or whether the child is in
16 a public school setting, the group size, how large that
17 group is impacts the quality of care and education for that
18 child. The ratio of adults to children is important. There
19 needs to be trained teachers.

20 We have heard today that we do not have enough
21 trained teachers and trained supervisors to work in the
22 field of early childhood education. And, we need programs
23 that are specifically geared and planned for young children.
24 Young children learn differently from school-aged children.
25 Early childhood programs should not be a watered down

1 elementary school. But, it should be developmentally
2 appropriate. And, last there should be a very strong parent
3 participation component in the program.

4 Finally, when legislation and initiatives for
5 early care and education programs for children are drafted,
6 they must improve the program quality. They must provide
7 equitable access to good programs. And, what I mean by that
8 is that all children need to have access to good programs.
9 Not all low income and minority children have access to good
10 programs.

11 And, last the initiatives and legislation must
12 foster high quality service delivery. And, I want to give
13 you just an example of what I mean by high quality service
14 delivery. Here in Texas, I will take the four-year-olds as
15 an example. The quality of the delivery should be
16 consistent, and there should be continuity. One of the
17 things that we have here in Texas is that many times
18 programs are developed for the adults, and as secondary
19 there is funding for the children. Sometimes there is not
20 continuity for children in programs because children have to
21 follow the dollars, rather than the dollars following the
22 children.

23 An example is that a child may be eligible for
24 Title 20 dollars and the parent's eligibility runs out and
25 the child is in one program. The city of Dallas has funding

1 for child care. And, that child might have to leave the
2 particular early childhood program that he or she is in and
3 go to another program that has the dollars that the city of
4 Dallas has to subsidize the family. That is just one
5 example of our really thinking about what the services
6 delivery system is going to be. There should be a
7 coordination of the funds or the dollars that we have, as
8 far as early childhood education is concerned.

9 I have a recommendation that if you have not read
10 or received a publication that was done, I would like for
11 you to read it. It's called "Child Care and Educational
12 Services for Four-Year-Old Texas Children." It's guidelines
13 for our coordination. After the last legislature met, we
14 were mandated to take a look at coordination of services for
15 four-year-olds because there are federal monies here. There
16 are state monies, and then there are local monies that are
17 used. Thank you for your time.

18 CHAIRMAN CANALES: Thank you very much, Ms.
19 Gainer. At this time, we will open up to questions if you
20 have any questions at this time. I guess because of the
21 time involved, we are really behind time. We thank you very
22 much for your presentation. We have received your paper.
23 Thank you very much, Ms. Gainer. At this time we will ask
24 Ms. Mullins and Ms. Shiver both to come forward, please. Let
25 me introduce at this time Stella Mullins and Elaine Shiver

1 with the Parents as Teachers Program of the Mental Health
2 Association in Texas. I want to welcome you both here, and
3 please state your name and go ahead and start.

4 TESTIMONY OF STELLA MULLINS AND ELAINE SHIVER

5 MS MULLINS: Thank you. I am Stella Mullins and
6 I am the Executive Director of the Mental Health Association
7 in Texas. And, Elaine Shiver is our Project Director for
8 the Parents as Teachers Program here in the Dallas/Fort
9 Worth area. I would like in the interest of time to quickly
10 use my prepared remarks and go over them quickly with you.
11 It should not take more than 10 minutes, and then we will
12 have about five for questions, I hope.

13 It is a pleasure for me to be here to have the
14 opportunity to talk with you about the Parents as Teachers
15 Program in Texas. I have worked on many worthwhile projects
16 over the years, but none have had the excitement of this
17 one. What I would like to do is to tell you the background
18 of how the program came to be; the present status; and where
19 we plan to be in a few years. The Mental Health Association
20 has been in the business of prevention of child abuse for
21 many years, especially here in Dallas. From advocating for
22 services and providing public education to affecting
23 legislative changes and funding new approaches.

24 What our experience has led us to believe is that
25 parents want to give their children the best start in life,

1 and that most of us are not exposed to the knowledge base
2 and skills that are presently available to make parenting
3 the most positive experience possible. And, now I am
4 speaking for all parents. Dr. Burton White, one of the
5 creators of this program has said, "Most of us get more
6 information in the glove compartment of our new Chevrolet
7 than anyone ever gives us when we take the baby home from
8 the hospital."

9 Research in the development of children has
10 increased dramatically since 1965. We now have a much
11 clearer picture of how a child grows and learns in the
12 beginning years, and how the home environment influences
13 that development. The research shows that most of a
14 person's intellectual capacity is developed before the age
15 of five. The years from birth to three are especially of
16 crucial importance in the later development of reading and
17 problem solving skills.

18 The whole educational enterprise from
19 kindergarten through graduate school rests on the foundation
20 provided in the home, which you have heard a lot about this
21 afternoon. Although our future is absolutely dependent on
22 the quality of caring during early childhood, no training,
23 no certification, no screening is required for parenthood.
24 A growing number of politicians, business persons and
25 educators -- In fact, a large segment of the American people

1 believe we should invest in the beginning in our children.
2 Our education system in the United States, however,
3 essentially ignores the formative years.

4 I would like to quote a few other important
5 entities who have already indicated that parenthood
6 education is one of our most critical needs. The New York
7 based Committee for Economic Development released a report
8 that proposes parenthood education programs for both mothers
9 and fathers, including guidance on nutrition is terribly
10 important. The House Select Committee on Children, Youth
11 and Families reports that a dollar invested in quality
12 preschool education would return nearly five times that
13 much, because it's lower cost of special education, public
14 assistance and crime.

15 The Committee on Human Resources of the National
16 Governors' Association said that problems that are not
17 identified are prevented in early childhood have negative
18 economic health, education and social consequences
19 throughout adulthood. And, so on.

20 What research confirms and what these esteemed
21 groups all have to say is, let us put more money and support
22 into the earliest years, where it can be the most benefit to
23 the quality of life. In 1981, the Missouri Department of
24 Education implemented the model called "Parents as First
25 Teachers." That was to provide educational guidance and

1 support for parents of children from birth to age three.

2 The goal of the Parents as Teachers program was
3 not to create super-babies. The intent was to demonstrate
4 that education can get children off to the best possible
5 start in school and life through a partnership with the home
6 that begins at the onset of learning. In other words, I
7 like to say that it helps parents to understand what their
8 responsibilities are for their children.

9 The recruits represented a broad range of socio-
10 economic and educational levels from rural, suburban and
11 urban communities. They included single parent and two-
12 parent families; families in which both parents worked; and
13 families with either a mother or father at home. The ages
14 of the mothers at the time of birth ranged from 16 to 40
15 plus years.

16 Parents as First Teachers offered the following
17 services to the families: Information and guidance before
18 the baby is born to help the parents prepare themselves
19 psychologically; information about things to look for and
20 expect in a growing child; and guidance in fostering
21 language, cognitive, social and motor skill development;
22 periodic checkups of the child's educational and sensory
23 hearing and vision development to detect possible problems
24 or handicaps.

25 If serious problems are discovered, help is

1 sought from other agencies or professionals. A parent
2 resource center, located in the school building, which
3 provides a meeting place for parents and staff; and
4 facilities for child care during parent meetings; monthly
5 hour-long private visits to the home or at the center to
6 individualize the education program for each family; monthly
7 group meetings with other parents to share experiences and
8 discuss topics of interest.

9 The Missouri program was evaluated by an
10 independent agency. They found that children of the
11 program, in comparison to those of the control group, to
12 have better intellectual and language development; more
13 positive social development; and fewer undetected incidents
14 of handicapping conditions, particularly in hearing. Parents
15 of the program demonstrated increased knowledge of child
16 development and child rearing practices; positive feelings
17 about the program's usefulness; and positive attitudes
18 toward the school district.

19 In Texas, we are presently duplicating this
20 program. With the assistance of Commissioner Kirby at the
21 Texas Education Agency, the Mental Health Association
22 Committee, which helped us to develop this -- We identified
23 three sites in the Dallas/Fort Worth area to request to do a
24 pilot project. Those sites are the Allen, Garland, Forth
25 Worth ISD's. Funding for beginning the sites came from

1 several sources. The Children's Trust Fund; the Texas
2 Education Agency; the Mental Health Foundation; and other
3 private donations. Formal evaluation of the program is
4 being done by the Timberline Foundation here in Dallas, and
5 is funded by the Hoff Foundation for Mental Health.

6 The Mental Health Association in Texas has
7 continued to provide coordination of the program and has
8 recently become an affiliate of the National Center for
9 Parents as Teachers, so that we would be able to train and
10 certify parent educators here in Texas. It has previously
11 been necessary to go to Missouri to complete the training.
12 All materials in the Parents as Teachers curriculum have
13 been copyrighted, and are only to be used by parent
14 educators certified by the National Center.

15 Over 60 districts have sent, and this is in
16 Texas, have sent administrators and parent educators to the
17 two training programs that we have offered, and we
18 anticipate a good response at the next institute, which will
19 be in Houston. The long-term goal for Parents as Teachers
20 is to have the program available through the public school
21 districts to all parents in Texas who have children aged
22 birth to three. We share this goal with Commissioner Kirby,
23 who has stated his commitment in numerous public addresses.
24 Funding has been our only roadblock in the process of
25 reaching this goal. And, it continues to be a great

1 concern.

2 Fortunately, some districts have been creative in
3 identifying and designating appropriate money. But, for all
4 families to have this education available, a state-wide
5 effort will have to be made. In this time, when subjects
6 such as teen-age pregnancy; dropout rates; adolescent drug
7 and alcohol addiction are making news headlines and national
8 magazine covers. Because of their staggering statistics, we
9 cannot afford to overlook this powerful prevention
10 opportunity. Thank you for your time. I think that Elaine
11 Shiver, the Project Director could add a little bit more to
12 it if we have the time, I believe, two or three minutes.

13 CHAIRMAN CANALES: We can give her a very brief
14 moment if she wishes to make some remarks. Yes. Go ahead.

15 MS. SHIVER: Or, if you would prefer to ask
16 questions, that would be fine.

17 CHAIRMAN CANALES: Whatever you prefer.

18 MS. SHIVER: We have some written materials that
19 I will leave with you in the interest of time, and I have
20 attached my business card. If any of you would like, we
21 have a seven minute videotape that I would be happy to send
22 to you. I think sometimes visually seeing it is faster than
23 hearing about the program. I would love an opportunity to
24 visit with you more and share our excitement. It's a
25 wonderful program.

1 CHAIRMAN CANALES: Tom, why don't you pass out
2 those pamphlets and we will open up to questions. Lynn
3 Lipshy has the first question.

4 MS. LIPSHY: Thank you for being here today. The
5 points you made were very interesting. Could you describe
6 to me the point at which you believe that concerns for
7 adequate parenting skills and parents as partners in
8 education and civil rights concerns intercept?

9 MS MULLINS: I think that one of the -- I was
10 thinking of that very seriously, I must tell you while I was
11 listening to everyone else. That, it really is a right for
12 parents to have appropriate information, so that they can do
13 the best job possible. I do believe that the majority of
14 parents want to be able to do a better job. As spoken to by
15 all the speakers today, we do have a problem with extended
16 families. We don't have the people to learn from. And so,
17 as we talk about all our multiple problems in this nation,
18 it behooves us to -- for you, on this Commission, to begin
19 to identify how, in fact, this is a rights issue that we
20 have this information made available to our parents.

21 CHAIRMAN CANALES: One follow-up question, Ms.
22 Lipshy.

23 MS. LIPSHY: Would you say that non-Anglo
24 children and parents and other identified minority groups
25 have equal access to your programs in the state of Texas?

1 And, if not, could you explain it.

2 MS MULLINS: Okay. We are certainly struggling
3 that that should be true, that they will have equal access.
4 I would suggest to you that, as we move forward -- and
5 especially with the funding issues, and it's going to be
6 funded probably in the way of proposals being written from
7 school districts to TEA to be granted the money for the
8 program. If the lower economic school districts don't have
9 the wherewithal to write those proposals, then they won't
10 get this grant money, and I see that as a very serious -- I
11 want us to do it that way, because I want the schools who
12 are ready to receive it to be able to do the program.

13 CHAIRMAN CANALES: One more question from this
14 side. Milton?

15 MR. TOBIAN: Very carefully you answered the
16 question that the parents have a right, or should have a
17 right to have the knowledge. Can I ask the question in a
18 turned around way? Do you think the children have a right
19 to receive such knowledge?

20 MS MULLINS: Absolutely.

21 MR. TOBIAN: All right. Thank you.

22 MS. SHIVER: I would like to make one quick
23 comment. We have talked a lot about dropout rate and
24 teenage pregnancy and those issues. And, one of the by-
25 products that we don't have written in the materials that

1 comes from this program that we are seeing a lot in Texas
2 and they saw in Missouri is that a lot of the --
3 particularly fathers, who have had a bad experience with the
4 school district, don't want any part of this program.

5 But, after a teacher comes to the home and sits
6 on the floor and plays with their Johnny or their Suzy, and
7 shows that much interest, then they sort of get hooked, and
8 they come to the group meeting, and as one of the parent
9 educators said, stand in the doorway half the meeting. But
10 then, once they are involved with that child, they become
11 the greatest advocates and the ones to be there every time
12 you open the door for PTA meetings or ask for volunteers,
13 fathers to come up and paint the school room, or whatever.
14 And, I see that as one of the big benefits to the community
15 overall.

16 CHAIRMAN CANALES: We thank you very much, Ms.
17 Mullins and Ms. Shiver. Thank you for coming today. Now,
18 Ms. Parro? You can move the microphone over if you wish.
19 Let me introduce to you at this time Ms. Colleen Parro,
20 representing the Eagle Forum. Ms. Parro?

21 TESTIMONY OF COLLEEN PARRO

22 MS. PARRO: Thank you. Good afternoon, Mr.
23 Chairman and members of the Committee. It's a pleasure for
24 me to be here and I appreciate the opportunity to speak to
25 you today. I am representing Eagle Forum, which is a

1 national organization of 80,000 members; 5,000 of them in
2 Texas. And, we are working to develop public policy that is
3 beneficial to the families of America.

4 Before I begin my prepared remarks, I would like
5 to clarify one point that has been raised in a couple of the
6 testimonies I have heard this afternoon and that is with
7 respect to the numbers of mothers of small children who are
8 currently in the paid labor force. The Department of Labor
9 issued a report in 1988, which set forth the statistics on
10 that, and some people have a tendency to kind of run away
11 with those. In actuality, there are only 23 percent of
12 mothers of preschool children in the full-time paid labor
13 force. Those others who are employed are employed part-time
14 and are trying very hard, according to our information, to
15 avoid day care.

16 Actually, 55 percent of mothers of children in
17 elementary school are raising their children in a
18 traditional fashion. And, if they are employed at all, it's
19 part-time. We believe that early childhood education
20 programs would not benefit the majority of children in
21 America, no matter what their race, religion, national
22 origin or income level. There are two reasons for our
23 position.

1 One, there is no body of evidence which
2 demonstrates that early childhood education has any lasting

1 effect. To the contrary, consistent studies of Head Start
2 indicate that while there are some demonstrable evidence to
3 a Head Start pupil upon entering first grade, by the time he
4 reaches third grade, those benefits disappear, usually due
5 to cultural conditions.

6 While there is a historical consensus -- This is
7 point number two -- among americans that public education is
8 a good desirable thing and should be supported by the
9 taxpayers, there is no consensus that institutionalizing
10 very young children is a public good. Current studies by
11 social scientists, child development experts, and
12 pediatricians demonstrate the opposite is true. A
13 compelling case is being made that young children can be
14 harmed emotionally and physically by spending large periods
15 of time in institutions away from their parents.

16 The current push for early childhood education is
17 part of a vast national plan to establish taxpayer funded
18 and government controlled day care administered through the
19 public schools. Elitist social scientists and child
20 developmentalists who believe that professionals are better
21 equipped to raise our children than we, have launched a
22 brilliantly orchestrated campaign in every state in the
23 union and in Congress to bring about the plan of their guru,
24 Professor Edward Zigler of Yale.

25 Professor Zigler spells it out in his recent

1 testimony before the House Education and Labor Committee
2 hearing on Congressman Augustus Hawkins' \$2.5 billion,
3 "Early Childhood Education Act of 1989." In it, he calls
4 for a comprehensive national system of child care from
5 infancy through age 12, funded by the taxpayers to the tune
6 of \$100 billion a year, and housed in the public schools.

7 Virtually every state legislature in the country
8 is considering bills mandating pre-kindergarten programs for
9 children aged three and even younger. The Children's
10 Defense Fund and the "ABC" Coalition, along with scores of
11 liberals like Ted Kennedy and Mike Dukakis, government
12 employee unions and the National Organization for Women,
13 have launched a full court press for two things: One,
14 getting small children into institutions and Mom into the
15 paid labor force and two; building a huge bureaucracy so
16 that government jobs will be available for their
17 professional friends.

18 Advocacy for government funded and controlled
19 early childhood education, child development centers and 24
20 hour day care has been around for years. In 1970, former
21 Senator Walter Mondale's "Child and Family Services Act of
22 1975" was vetoed by former President Nixon, because it flew
23 in the face of parental authority and involvement in raising
24 their children.

25 It was endorsed, however, by the American

1 Federation of Teachers in a 1974 position paper called
2 "Early Childhood Education: A National Program" which
3 state, "Because of the declining birth rate, the country is
4 filled with under-utilized school buildings and qualified
5 teachers without jobs. Some government estimates show that
6 if every three, four, and five-year-old were in some form of
7 preschool program, 800,000 additional personnel would be
8 required to maintain a ratio of one adult to every 10
9 children." For them, early childhood education is a jobs
10 creation program.

11 That was 13 years ago. Today Americans still
12 reject the notion that the government should get involved in
13 child rearing. So, now social planners have come up with a
14 new gimmick -- a hook, if you will, that is supposed to ease
15 us over the individualistic hump into a collectivist mind
16 set. Crime, drugs, teenage promiscuity are all problems the
17 experts can't seem to solve. But wait! Maybe if we take
18 the children out of the home when they are very little and
19 put them into a professional setting, we'll "intervene" in
20 time to save them from ending up on drugs or in the criminal
21 justice system.

22 Social engineers ignore the fact that the
23 breakdown in the moral fiber of our society has occurred in
24 direct proportion to the deterioration of the traditional
25 family as the bulwark of our nation. Families are taxed too

1 much, and mothers are driven out of the home to help support
2 their children. Many mothers are the sole provider,
3 especially in the black community where in the 1950's, 60
4 percent of families were intact, two-parent households.

5 The cycle of dependency caused by the runaway
6 welfare system is the root cause of this problem. Until we
7 establish government policies that encourage the return of
8 the mother into the home, our children will continue to grow
9 like weeds, untended and venturing into areas of experience
10 that are unhealthy and often criminal. No institution can
11 substitute for the care and guidance of a loving, intact
12 family.

13 Our federal and state governments have
14 traditionally adopted policies that undergird the family.
15 That's why we have AFDC and housing subsidies, and health
16 care for disadvantaged families with children. Americans
17 believe in helping poor families cope. Americans do not
18 believe government should interfere in the lives of poor
19 families.

20 President Reagan established criteria by which
21 family policy should be judged including, "Does this action
22 strengthen or erode the authority and rights of parents in
23 the education, nurture and supervision of their children?"
24 And, "Does this action help the family perform its
25 functions, or does it substitute governmental activity for

1 the function." Judged by this criteria, early childhood
2 education for the majority of U.S. children, regardless of
3 race, is unacceptable.

4 A child "at risk" for later drug or criminal
5 activity is described in current legislation mandating early
6 childhood education as one who has a mother under 18 years
7 of age; is a graduate of perinatal intensive care unit; has
8 a developmental delay of one standard deviation below the
9 mean in cognition, language or physical development; has
10 survived a catastrophic infectious or traumatic illness; or
11 lives in a non-English speaking household.

12 Promoters apparently believe that a small child
13 whose mother only speaks Spanish, Vietnamese or Arabic is
14 better off in an institution all day with strangers than with
15 her. Is a mother somehow less qualified to love and nurture
16 her child because she speaks a foreign language? Besides,
17 it is a fact that children pick up English very quickly once
18 they enter kindergarten or first grade.

19 Promoters further describe children at risk for school
20 failure as those whose families are at or below 185 percent
21 of the poverty level, which is about \$20,000 for a family of
22 four; health impaired; speech impaired; emotionally
23 handicapped; learning disabled, or have numerous other
24 handicaps, many of which involve complicated subjective
25 analysis. Furthermore, there is no replicable evidence that

1 solutions to these problems can be found by
2 institutionalizing young children away from home and family.

3 At-risk criteria listed in bills pending in many
4 states would include nearly all but perfect children in the
5 most idyllic families.

6 The Administration for Children, Youth and
7 Families of the Department of Health and Human Services
8 reports that in 1988, Texas received nearly \$54 million from
9 the federal treasury for Head Start programs. Last year,
10 the Head Start program was funded to the tune of
11 \$1,235,000,000. President Bush has asked Congress for an
12 additional \$250 million so more disadvantaged four-year-olds
13 can be served. The taxpayers are already spending an
14 enormous programs, which target the truly needy.

15 Head Start programs serve four-year-olds for half
16 a day, which is all most children can handle. Children
17 younger than four belong at home. As Dr. Raymond Moore has
18 said, "...to suggest that Head Start should be applied in
19 principal to all normal children...is like saying that, if
20 hospitals help ill children, all healthy children should be
21 hospitalized too."

22 Early childhood education programs could mean
23 unwelcome government intrusion into the lives of families,
24 whether they are black, brown, yellow or white. Minority
25 parents, who may be particularly vulnerable to the trendy

1 ideas of social engineers, must guard against the removal;
2 of their precious right to raise their children as they see
3 fit.

4 Minority leaders would do well to examine what
5 early intervention into the lives of children through early
6 childhood education programs will really mean to the people
7 they represent. Will the result be children who are secure
8 in the love of the families and trusting of others, or will
9 they be anxious, insecure and unable to form lasting
10 attachments? By fourth or fifth grade, will they be hungry
11 to learn, or victims of institutional burn-out? Will they
12 be capable of forming independent value judgments based on
13 family principles, or guided by the pressure of their peers?

14 Until there is compelling evidence that early
15 childhood education serves the overall public good, and
16 until there is a consensus among citizen-taxpayers that
17 institutionalizing young children serves the interests of an
18 orderly society, there is no justification for spending
19 billions of dollars on pre-kindergarten programs.

20 Whatever their race, creed or national origin,
21 most children in America are being raised by loving parents
22 who are adjusting their lives and their schedules in order
23 for their children to have the best early learning
24 environment, the home. Let's keep it that way. Thank you
25 very much.

1 CHAIRMAN CANALES: Thank you, Ms. Parro. Let's
2 open up for questions at this time. Do you have any
3 questions? Okay, then Dr. West.

4 DR. WEST: Yes. Thank you, Colleen. Could you
5 comment more specifically on our theme here, which is the
6 civil rights question. And, let me indicate the direction I
7 would like you to comment by saying this. That when I asked
8 Joyce Herron about this issue, she responded by repeating
9 that what really counts is love within the family as the
10 first and foremost criterion for raising healthy children.
11 And, I think she was politely implying that not only is
12 government sponsored early educational programs not a civil
13 right, but that they actually could turn out to be
14 positively harmful to children.

15 And, that my thinking along the lines that we
16 have been talking today -- Namely that this early childhood
17 education is a civil rights issue, we might actually be
18 inadvertently developing a situation where we are going to
19 be positively harming children in the name of one of the
20 most sacred traditions in American politics, namely the
21 securing of equal rights for all citizens. Would you
22 comment on that?

23 MS. PARRO: I would concur with that. I think
24 what we are seeing, as I mentioned in my statement, the
25 cycle of welfare dependency is continuing to perpetuate more

1 and more dependency. And, what appears to be happening is
2 an attempt to try to now make parents dependent upon the
3 state for the rearing of their children, as well as
4 everything else. And, certainly it's harmful. We know it's
5 harmful.

6 It's the greatest body of evidence on day care
7 and early childhood education demonstrates it's harmful.
8 And, I don't think it is beneficial in any way to developing
9 independence and freedom and initiative in the hearts and
10 spirits of minority children, or any other children to
11 impose this upon them at an early age.

12 CHAIRMAN CANALES: Milton Tobian?

13 MR. TOBIAN: Ms. Parro, throughout the day so far
14 we have heard from a number of individuals whose credentials
15 in child development have been established over long years
16 and a great deal of experience. I am sort of interested in
17 how you arrived at the firmness of your point of view,
18 having read your biography and not seeing any such
19 experience in child development. Would you care to confirm
20 that?

21 MS. PARRO: Well, I guess I'm blessed. It
22 appears that the networking that has come about in the field
23 of early childhood development, child psychiatry and the
24 various disciplines that are involved with this issue have
25 kind of been a rather closely-knit network of academics and

1 professionals, many of them associated with the National
2 Academy of Sciences and organizations connected with the
3 Academy, many of whom seem to have evolved what Dr. Raymond
4 Moore calls "groupthink." They sort of all work together
5 and sort of all agree about things in general.

6 However, there is a very large body of research
7 with respect to early child development and mother-child
8 attachments and so forth that has come forth on the part of
9 highly credentialed academics and professionals, which has
10 been significantly ignored. And, I would be happy to share
11 with you at a later time, Mr. Tobian, some of that work
12 which is in this book I brought with me called, "Who Will
13 Rock the Cradle?" It's full of all kinds of excellent
14 academic studies to support the statement that I just made.

15 MR. TOBIAN: You indicate that public education
16 is acceptable because it has enjoyed the sort of a national
17 consensus for a long time. But, if the age at which public
18 education is begun, particularly for disadvantaged children,
19 is lowered by two years, all of a sudden it gets to be wrong
20 and harmful. Would you care to explain that, please?

21 MS. PARRO: Well, of course for years in our
22 society -- You know, public education is a relatively new
23 thing in terms of American society. And, whether or not it
24 is acceptable and whether there is a consensus, it's a
25 failure. I mean, that's certainly been pointed out

1 significantly.

2 MR. TOBIAN: What would you suggest to replace
3 that?

4 MS. PARRO: I would suggest trying to fix what's
5 broken, and not add an additional burden to the public
6 school system of starting children at age two and three and
7 four, when we can't teach the ones we already have to read.

8 MR. TOBIAN: Thank you.

9 MS. PARRO: You are welcome.

10 CHAIRMAN CANALES: Let me just ask, Dr. Conrad --
11 I don't know if you heard Dr. Conrad earlier.

12 MS. PARRO: I did. Partly.

13 CHAIRMAN CANALES: One of his statements was that
14 the family is gone.

15 MS. PARRO: The family is definitely not gone.

16 CHAIRMAN CANALES: Well, let's say -- I think he
17 was thinking in terms of maybe a lot of the low income and
18 poverty households --

19 MS. PARRO: Uhm-hm.

20 CHAIRMAN CANALES: And, where do we go from there
21 if that's true? And, how do you get back to putting the
22 family back together again?

23 MS. PARRO: Well, that's a major societal and
24 cultural question that we need to begin to deal with from
25 the prospective of what's happened in our society over the

1 last 30 years. We have a couple of generations of people
2 that have come along in this free-wheeling "me first"
3 society that simply don't understand what it means to be a
4 parent. And, that involves all of us. It involves our
5 religious institutions. It involves our governmental
6 institutions in developing policies that support the
7 traditional family, rather than supplanting the traditional
8 family, which is what we are seeing too much of.

9 And, so I think that will take a whole other set
10 of hearings to try to figure out how to -- But, I will say
11 that it is certainly evident that, in the majority still, in
12 the United States, we have as much as they can possibly
13 maintain it, traditional family values and traditional
14 families. And, that is why so many mothers who have to be
15 employed today are doing it on a tag team basis with their
16 husbands working one shift and them working another.

17 Most of the child care today is through family
18 members or neighbors or family day care homes in the
19 neighborhood because they don't want to put them in
20 institutions. Mothers are trying to avoid day care. We
21 need to help mothers do that.

22 CHAIRMAN CANALES: Dr. Pacheco?

23 MR. PACHECO: Yes, thank you. One of the things
24 that we heard this morning from I don't remember whom, is
25 that one of the contributors to the problem with learning in

1 school is the lack of English language proficiency. We were
2 also told that it normally takes a longer period of time to
3 teach a language than is usually provided in the schools.

4 And, you have a statement in here which intrigued
5 me that says that "It's fact that children pick up English
6 very quickly once they enter kindergarten or first grade."
7 I'm wondering if that's some of the information that's
8 included in that book that you referred to a while ago,
9 where you are getting that information. I would like to
10 know where that information came from.

11 MS. PARRO: Well, of course you know we know that
12 the Vietnamese, who have really no link to the English
13 language who came over here after the Vietnam War had no, or
14 very little opportunity for any kind of bilingual education.
15 They had to learn English by immersion. I was personally
16 involved with two very large families that were relocated
17 here in the United States, enrolled their children in school
18 and so on. And, I saw that happen with my own eyes.

19 Not too long after that, I think five or six
20 years after that, it was a Vietnamese girl who won the
21 national spelling bee. And, I just recently met personally
22 with Dr. Kavosos, who is Secretary of Education, who told me
23 that, in his opinion, that immersion is the best way for a
24 child to learn English. And, I think that is despite
25 current trends. The best way has been for children to learn

1 English -- It has been shown and demonstrated over again, is
2 my immersion, if that's possible.

3 MR. PACHECO: Where? Where has that been shown?
4 You had said that and your paper says that, but I haven't
5 seen any evidence of that effect and I really would like to
6 see it.

7 MS. PARRO: Well, I'll be happy to -- If you'll
8 give me your --

9 MR. PACHECO: I'd be very happy to give you -

10 MS. PARRO: I can't cite sources.

11 MR. PACHECO: Okay. Thank you.

12 CHAIRMAN CANALES: All right. We thank you very
13 much.

14 MS. PARRO: You are very welcome.

15 CHAIRMAN CANALES: Thank you very much. Ladies
16 and gentlemen, at this time, this finishes the formal part
17 of the presenters that we have here today. And, the Agenda
18 does call for a recess, but we have run out of time so I am
19 going to right into the open session for those that have
20 signed up. At this time, the first individual is Dr. Sidney
21 Kay of the Dallas Independent School District.

22 TESTIMONY OF DR. SIDNEY KAY

23 DR. KAY: Chairman Canales, members of the
24 Committee, members of the Commission who are here, and
25 participants. My name is Dr. Sidney Kay and I am a teacher

1 in the Dallas Independent School District. I am not
2 representing the Dallas ISD. What I have to say is from my
3 own perspective as a school teacher. It is hard for me to
4 realize that I am the only classroom teacher here to address
5 this committee. My first comment may not be relevant -- By
6 the way, I can speed-read this in one minute and 23 seconds,
7 but I am not going to.

8 My first comment may not be relevant to civil
9 rights, but in the future I would appreciate it if on the
10 Agenda all of your names were on here; where you come from;
11 your background; perhaps the address and phone number where
12 people could get in touch with you. Not one of your names
13 is on here.

14 My other comments may be peripheral to the issue
15 of civil rights as Dr. West has so estoutly surmised with
16 his questions to the other speakers. You have listed to one
17 administration after another this morning. I hope you will
18 listen to a classroom teacher. While I am a Connecticut
19 Yankee and taught as a professor at one of the Wisconsin
20 State Universities, I was also a Superintendent of Schools
21 in North Dakota before coming down to work on my doctorate
22 in Texas, which I got at Texas Women's University in 1982.

23 As a Superintendent, I had power and authority to
24 address educational change. As a classroom teacher in
25 Dallas, I feel like a voice crying in the wilderness. Very

1 little of what was said this morning seemed to me to address
2 the issue of civil rights. If it is the civil right of all
3 children to an education, is it also a civil right to demand
4 money from a teacher and when it was denied to threaten to
5 get a gun and kill him? This occurred Friday, yesterday, in
6 my school.

7 Do students have the civil right to so disrupt a
8 class, including telling another destructive student to
9 strike their teacher to the point where she bursts into
10 tears after the class was dismissed because her abilities
11 have been destroyed by such students. This happened
12 Thursday in my school.

13 Do students have the civil right to be forced to
14 stay in school when, to some, they have been placed in a
15 fail, no-win situation so that they can see no future for
16 themselves in school at this point in time. They hate
17 school and the force to stay results in very disruptive and
18 destructive behavioral patterns. I have students in my
19 seventh grade science classes who can hardly read. Tell me
20 how they are expected to pass. Better than that, tell me
21 why they are even there.

22 Almost every speaker this morning mentioned two
23 things -- Teenage pregnancies and the dropout problem. Dr.
24 West, in a very insightful question addressed to Dr. Zamora,
25 asked whether we might be pouring money into the wrong

1 program. Could the money spent on childhood education be
2 better spent on the problem of single parenthood? He has a
3 very valid point. Look at the AFDC program, where once the
4 budget may have been in the millions, now it's probably in
5 the billions. The results of those enormous yearly sums of
6 money ought to have shown a yearly decrease in Aid For
7 Families With Dependent Children, but it hasn't.

8 By the way, Edgewood may have the highest rate of
9 teenage pregnancies as Mr. Vasquez stated, but Dallas has
10 the highest rate of pregnancies to children -- children aged
11 14 and lower, this statistic from the Children's Defense
12 Fund.

13 With regard to over-aged children who may be in
14 classes much lower than their age has them being, I believe
15 that that can be corrected in the pre-kindergarten years. A
16 child entering Head Start program at three years of age
17 would have two years of pre-kindergarten to catch up.
18 Unfortunately, too many kids enter kindergarten already
19 educationally deprived. As mentioned by Mr. Trevino, their
20 mothers were probably dropouts.

21 No one knows better than the kindergarten
22 teachers whether or not a child should repeat the grade, yet
23 when it is suggested to a parent, the stigma attached to
24 repeating a grade is apt to cause the parent to protest and
25 thus begins the vicious cycle of social promotion that all

1 too often ends with her child becoming a dropout. I prefer
2 having kids repeat their pre-kindergarten grades, rather
3 than pushed into grades where they are guaranteed to fail.

4 Learning at home is fine. That is the norm.
5 Between birth and the age of five are the most formative
6 years in a child's life and what is learned in those first
7 five years often lasts a lifetime. Obedience; respect for
8 their parents and elders; a religious based moral code of
9 honesty; caring; kindness; sharing; and many other sets of
10 behavioral patterns, as well as learning to read and write
11 and numbers and time and colors. Learning does take place
12 at home, as Mr. Trevino mentioned. But, how much learning
13 can take place when the mother is a single parent who
14 dropped out of school at 15 or 16 and is a semi-literate
15 herself.

16 Mr. Trevino also said that parents must be
17 recognized as partners in education. I have given you three
18 articles that I had published in the past five months. I
19 just finished writing another article several days ago, this
20 one on discipline, in which I quote some pearls I have heard
21 from a Edgewood teacher and I mentioned that to Mr. Vasquez.
22 She said, "I teach parents discipline. I give homework.
23 Parents should see that it is done." What she meant by that
24 is there ought to be a rapport between the teacher and her
25 or his students so that she or he is not viewed as a

1 disciplinarian, as a punisher. It's very important that
2 rapport be there. Teachers should stop being the punisher.
3 And, my article deals with this.

4 You can solve a good part of the dropout problem
5 by reducing teenage pregnancies. And, by the way, my
6 doctoral dissertation dealt with the acquisition of a sense
7 of sexual responsibility acquired by adolescent boys. That
8 part of the teenage pregnancy problem gets very little
9 coverage.

10 Dr. Conrad said, "They did not educate the
11 child." They referring to society, I assume. He mentioned
12 that our prisons are filled with people with an average of a
13 fifth grade education. I will wager that a majority were
14 born to teenage mothers, so we get back to morality and
15 teenage sexual activity.

16 Mrs. Rodriguez mentioned that success is
17 correlated to a loving, caring, nurturing family. Here in
18 Dallas there are parents who are very angry because they
19 have not been informed that their child was in danger of
20 failing. We recently had an article in the paper where an
21 athlete in one of our schools is not permitted to
22 participate in athletics because of the "No Pass - No Play
23 Rule." His mother was exceedingly indignant that she had
24 not been informed as to his precarious position in the
25 grading system.

1 However, it seems to me if there are nurturing,
2 loving parents, they don't need to be told whether or not
3 their parent is failing. They know it by asking their child
4 every night, "Do you have homework? Let's see that you do
5 it. No t.v. until it's done or whatever." Give them a book
6 to read.

7 CHAIRMAN CANALES: Dr. Kay, I'm going to have to
8 ask you to summary, please.

9 DR. KAY: I have just a few sentences left.

10 CHAIRMAN CANALES: You can submit that for the
11 record if you wish.

12 DR. KAY: I hope that the three short articles I
13 gave each of you can be made a part of the minutes of this
14 hearing.

15 CHAIRMAN CANALES: They will be.

16 DR. KAY: And, may I conclude with the mention of
17 total immersion. About two years ago, I wrote a curriculum
18 for students that were failing and in a fail no-win
19 situation. In fact, I wrote an article about it and gave
20 copies of it to every member of the Board and the
21 Superintendent and I suggested and designed what I called a
22 "Total Immersion Program" in language arts and math for
23 students who were failing above the kindergarten level.
24 Thank you very much.

25 CHAIRMAN CANALES: Thank you, Dr. Kay. At this

1 time, we proceed to Sandra Saucedo Scott, representing
2 herself as a student, or I don't know -- you work at --

3 TESTIMONY OF SANDRA SAUCEDO SCOTT

4 MS. SCOTT: I'm a Professor.

5 CHAIRMAN CANALES: Professor. I'm sorry, Ms.
6 Scott. At Eastfield Community College.

7 MS. SCOTT: But, thank you. I appreciate that.
8 I am a Professor of Child Development at Eastfield Community
9 College here in Dallas. I have been a former public
10 education teacher in early childhood. I am a mother who
11 also has had a daughter in a half-day early childhood
12 education program. I have seen the advantages of a full-day
13 program as well as myself teaching one, and seeing the
14 disadvantage of my child participating in a half-day
15 kindergarten program.

16 I came today with no intent or prepared statement
17 in mind, but to listen. I came because of the news clipping
18 announcing the forum, and what called my attention was the
19 statement said the purpose of the meeting was to determine
20 the extent to which early childhood education problems might
21 affect equal educational opportunities for minorities in
22 Texas.

23 I think you can see from our statements we have
24 had today that our definition of minority or access is not
25 to deal with minorities, per se, but qualifying for those

1 programs under two criterium; LEP Students, limited English
2 proficiency basis; or as educationally disadvantaged. Well,
3 my child would fall under neither of those programs or
4 qualifications for any early childhood program, yet I value
5 early childhood education and I do believe, although I can
6 not quote off the top of my head statistics that
7 substantiate the advantages of early childhood education.

8 I know that they are supported -- The
9 developmental theories we use in early childhood education
10 is thoroughly based on those types of social and
11 developmentally appropriate materials that we have in our
12 classrooms.

13 My comment is that without proper funding;
14 qualified staff or governmental support, early childhood
15 programs can, and will become substitute child care. Early
16 childhood education program was never intended to be a day
17 care setting with shorter hours. Day care settings have
18 improved to the point that they are offering early childhood
19 programs. But we, in early childhood in public schools, do
20 not want to go back to where we now become substitute care-
21 givers.

22 I think, from a civil rights indication, my
23 thought as a parent, as an individual is, that option should
24 be available to me. My child should have that right to be
25 in a full-day program with enrichment activities. My child

1 is penalized because "she was middle class." She has to
2 only attend a half-day program with minimal, what I
3 considered striving for minimal academic achievement, social
4 achievement. But yet, down the street or even in the same
5 school, a child who was in the full-day LEP program was
6 attending some wonderful enrichment activities.

7 My child is still a minority. I don't consider
8 her disadvantaged, nor would I want her to deprive someone
9 else who is in need of those activities, but I think that
10 option to be there at those programs should be there. As a
11 parent -- Not mandated by the state that a four-year-old or
12 a five-year-old should be there, but as an enrichment and
13 supplementary support system for my child.

14 CHAIRMAN CANALES: Thank you. That's a very
15 interesting comment you made, because I think we see where
16 the wealthy and the very poor get these very, very good
17 enrichment programs as you call them, and then the middle
18 class, who cannot afford them and is not qualified is left
19 out in many instances. And, I tend to agree with this.

20 MS. SCOTT: I have taught in a full-day early
21 childhood program, and it is beyond me what can be done, or
22 what is being done in a half-day program. I felt I did not
23 worry that much because I felt like I was enriching my
24 child's activities at home that if she got the social
25 development that was fine. But, for other parents who are

1 not qualified or trained in early childhood who can not
2 provide the stimulating home experiences -- This may be
3 their only safeguard. This may be their only outlet.

4 To see a productive society, or a positive model
5 as a functioning, either role model for the family or for
6 the child. And, to me I think it is a disadvantage and a
7 civil rights violation if we don't address it from the right
8 of the family and the child.

9 CHAIRMAN CANALES: Thank you. Any other
10 questions?

11 MS. SCOTT: Thank you.

12 CHAIRMAN CANALES: Thank you very much. We move
13 on to Kristi Brame, is it? Please step forward. Ms. Brame
14 if you would tell us -- If you are representing anyone other
15 than yourself, please tell us.

16 MS. BRAME: No.

17 CHAIRMAN CANALES: Okay. Thank you.

18 TESTIMONY OF KRISTI BRAME

19 MS. BRAME: Like Ms. Saucedo, I did not intend to
20 speak today. I came when I saw the little piece in the
21 paper. I have been, Dr. Kay, I am a classroom teacher. I
22 don't teach in middle school. I teach pre-K. I have taught
23 first grade. I have taught Chapter One reading. I have
24 taught in a developmental program for at-risk children. I
25 have also worked for Head Start in Midland. I have worked

1 in day care and child care centers for the last -- Let's
2 see, from the time I was 18, 1970, to 1982, I worked in
3 child care centers. So, unlike a lot of people I, you know,
4 have always had the experience of working with the children,
5 both at-risk children and middle class children.

6 I just wanted to share a couple of impressions
7 today. As people would talk, I got to thinking about
8 different incidents that have happened over time. You are
9 concerned over whether this is a civil rights issue. I have
10 a rapport with children. They like me, and they tend to see
11 themselves in me, I guess. When my children, who are
12 predominantly Black and Hispanic draw pictures of me, they
13 paint my face brown, because they think that I am like one
14 of them.

15 When I taught in Midland for Head Start, about
16 the middle of the year we were studying Black History, and
17 we were talking about something about there was a picture of
18 black children, or the subject of black came up, and one of
19 my little black little boys, Corey fell out in the floor. He
20 started laughing. He says, "Teacher," he says, "You are
21 white." I said, "Yeah. I have been white all year." And,
22 he said, "My Grandma says white people are crazy." Another
23 time I have had children tell me, you know, again black
24 students, they will argue. This is a Dallas thing lately.
25 You know, "I am not black. I'm bright." Which is their

1 term for light-skinned black.

2 I have other students express a desire -- This is
3 four and five and six-year-olds. This is not older
4 children. This is very young children. They would say, "You
5 know, I would like to be white when I grow up." Another
6 teacher reported to me an incident where Hispanic children,
7 after they learn English, will deny they know Spanish. "No.
8 No. I'm not Mexican. I'm American." Now that tell's me
9 something as a person. That tells me that that child
10 doesn't feel good about themselves.

11 Now, the question is what do I do? This is where
12 they are when they come into my room. What do I do with
13 these children? One of the things I do is I try to provide
14 as many role models as possible. I work with the other
15 teachers on the floor who represent different ethnic
16 backgrounds and I bring them into my room, and we talk and
17 they see us cooperating as a team as teachers. I try to
18 bring resource people in from the community. We study
19 different cultures. Over and over and over again, I tell
20 the children -- Every time we study a different culture
21 group, we always come back to the same important premise.
22 America has many kinds of people and many kinds of people
23 keep America strong.

24 I guess maybe the one thing that I share with
25 those children is that I value cultural diversity. That's

1 what I communicate. They evidently didn't get that in their
2 homes before they came.

3 The other point I would like to make is about the
4 parents that I work with. They aren't here because they
5 don't have the educational level to be able to sit in a
6 meeting like this. They probably also don't have the
7 clothes to be able to attend a meeting like this. And, if I
8 gave them the clothes, they probably wouldn't have the self-
9 esteem to sit here in this chair. For me it's hard. I'm
10 shaking.

11 But, these parents try their best. Often the
12 parents I work with are illiterate. I give out my home
13 phone number to all of my parents, because they can always
14 get -- They can call, and they can talk to me, but they
15 often can't write a letter. The letters that I get are
16 incredible. They don't have the basic mastery of English.
17 Often at the bottom of the letter it will say, I am sorry I
18 don't write good.

19 Of course, I spend a lot of time working with
20 parents and trying to say, "Look. It's okay. I don't care
21 how you write, just write. I appreciate any letter." A
22 book by Shirley Brice Heath called "Way with Words" talks
23 about -- it's an ethnography, and it talks about both black
24 and white middle class families as opposed to black and
25 white lower class families.

1 She describes in detail how middle class
2 families, both black and white, constantly interpret the
3 public school system. "Oh, they told you to do that in your
4 homework. Well, they mean this. Let me show you how to do
5 it." My parents can't do that for their children. My
6 parents, even parents that I have been their home -- I have
7 talked to them. I have sat down at supper with them. They
8 come to school for a parent conference and they are
9 literally shaking, because they are afraid. They know me,
10 but the whole setting of the public school system often
11 frightens them. They have not successfully negotiated the
12 school system, and they are really afraid.

13 They don't know how to interpret the school
14 system for the children. So, they do what they can. When I
15 started teaching Head Start in Midland, it was so sad. I
16 had done home visits. At the time Midland had one of the
17 highest per capita incomes in the country. I had done home
18 visits in places where there was a Mom and Dad and three
19 kids living in one room. I had personally never sen that
20 before.

21 Then, the kids come to school that first day and
22 they are all dressed in new clothes. And, it just was so
23 sad because the parents had done what they could. They had
24 sent their child in good clothes. That was the best they
25 could do. And, then it was up to me at that point to

1 educate those children to the best I could.

2 CHAIRMAN CANALES: Ms. Brame, I will ask you
3 summarize, if you will.

4 MS. BRAME: Okay. I think that's mainly what I
5 wanted to say. I also would like to offer to answer any
6 questions about what actually takes place in an early
7 childhood classroom if you have any.

8 CHAIRMAN CANALES: I think we are running out of
9 time. If you stay around later, maybe someone might have a
10 question. I'm not sure. But, we thank you very much for
11 your comments. Thank you very much.

12 Ladies and gentlemen, at this time we are about
13 ready to close, but I don't think I announced after lunch
14 that we have two Commission members here from the United
15 States Commission on Civil Rights. And, I want to remind
16 you all that we are just the Advisory Committee. And, the
17 Commission sits up in Washington and we have two members
18 here today. We are very happy and honored to have them here
19 today. And, Commissioner Chan and Commissioner Buckley.
20 And, I will ask them both if they would like to make some
21 conclusory remarks at this time. Maybe you both would like
22 to set up together.

23 COMMISSIONER BUCKLEY: We have been together for
24 many hours the last couple of days. We may not stand each
25 other after this afternoon. My name is Esther Buckley. I

1 am a Commissioner with the U.S. Commission on Civil Rights.
2 I have been a Commissioner since December of 1983. I am one
3 of the original four replacement appointees made by Reagan
4 when the Commission was re-authorized. I am a classroom
5 teacher. I teach science in Laredo, Texas. My boss here
6 today. Mr. Trevino is my boss. I am the head of the
7 Science Department. I am bilingual. My parents were born
8 in Mexico. My Dad's a Mexican citizen. My mother is a
9 naturalized American citizen, and she taught for 48 years.

10 The reason I tell you that is because it really
11 is very exciting to be here, because my main goal in being
12 in the Commission is that I feel that the most important
13 thing that we can do to serve our community is that we need
14 to spread the word around. We need to care about our future
15 and about our people. When we come in here today and talk
16 about early childhood opportunities and proper programs for
17 our children, we need to worry about it, and I think we need
18 to worry about it a lot, because in the future, our minority
19 children will be a majority adults. And, if they are not
20 educated, they cannot work. And, if they cannot work we are
21 going to have trouble.

22 As part of our work at the Commission, we have
23 been involved in something that is very exciting to us, and
24 that is what we call our Regional Forums Projects. As we
25 have worked in this Commission for the last six years, we

1 have found out that there is definitely a changing
2 perspective on civil rights. The definition of civil rights
3 has changed from the movement of the 1950's and 60's. Our
4 scope has increased. Instead of finding a narrower
5 definition of civil rights issues, we now find a broader
6 definition. And, in going through different cities and
7 different locations for our Regional Forums, this is part of
8 what we have been learning.

9 Our first Regional Forum began in last September
10 in Los Angeles. And on that day, for the first time in the
11 history of the state of California, the school population in
12 the state of California -- the minority was the majority,
13 and that kind of tells us where our country is going.

14 I wish to commend the Advisory Committee and the
15 people that are here present, the people that have been here
16 today for the concern that we all share in our future as we
17 go into the year 2000, 2010, whatever that magic number is
18 where our work force must be educated and able to deal with
19 the problems of the future. I hope then what we have done
20 here today will have caused a great change at that time.

21 CHAIRMAN CANALES: Thank you, Commissioner
22 Buckley. Commissioner Chan?

23 COMMISSIONER CHAN: Well, what I would like to
24 praise the Committee as already said by my fellow
25 Commissioner, and I would like to use this time to express

1 my comment on this particular meeting. And, first I am much
2 impressed by the Panelists. They have their own expert
3 ideas. And, to my opinion, since I am in the chair of a
4 Commission on Civil Rights, I think when a child is born, he
5 is entitled to all the civil rights he can get in the United
6 States.

7 Now, since we are talking about a subject of
8 early childhood education so we only narrow it down to
9 whether we should care for the child before they are five
10 years old or after five years old. So, after I have heard
11 from all the experts testifying, and there are some opinions
12 that well, wouldn't have to add on anything. All we have to
13 do when the child's after he has -- He can take care of
14 himself when he is entering kindergarten now. But, there
15 are more people in favor of early childhood education before
16 the child is five years old.

17 However, in my opinion, as far as the civil
18 rights is concerned, I think the nation is big enough to
19 accept both sides of the concept. Now, we do have funding
20 to support people on earlier than five-year-old early
21 childhood education. But, for those not in favor of
22 accepting this type of government funding on the earlier
23 education -- For those who are in favor of educating them in
24 the school, so the parents would be the ones that are
25 carrying the burden to educate their child, which is the

1 civil right the child is entitled to have. So, that's what
2 my comment-is.

3 One of the reasons I came here is I have a five-
4 year-old child, and just beginning to go to kindergarten.
5 Fortunately, he was accepted. After he was rejected by six
6 teachers in Los Angeles. It's very tough to get into the
7 kindergarten. And, I also have three grown sons and they
8 didn't have any preschool 30 some years ago, so at five
9 years old, I threw them into kindergarten. Well, they are
10 also successful. Two of them are doctors, and one -- He is
11 not so good, he only has an M.B.A.

12 So, I think both work, but depends on the
13 parents, I think that if we are not selected to come up with
14 the early childhood education program, then I think somebody
15 has to be responsible for the pre-kindergarten educational
16 program to fulfill the child's civil rights. In other
17 words, in this case it's the parent that supposed to do it,
18 I believe. And, that's my comment. And, again well, this
19 is a free society.

20 The parents have their own rights to choose their
21 children, whether they should use what is available from the
22 society or from the government, or they choose to educate
23 their children before they are five-years-old. Or, even
24 they can continue to teach it at home. And, again that's my
25 comment on this particular meeting. And, I would like to

1 thank you, the Committee, for allowing me to be there and
2 also the excellent Panelists here for today. Thank you.

3 CHAIRMAN CAÑALES: Thank you very much,
4 Commissioner Chan. Both Commissioners, thank you very much
5 for your presence. Ladies and gentlemen, we thank you for
6 coming here today and appreciate your input. And, I am
7 happy to give, last but not least, a lot of thanks to the
8 staff. And, Mr. Dulles, and where is Mr. Palaches? Is he
9 not here?

10 MS. LIPSHY: There he is.

11 CHAIRMAN CAÑALES: This one, and Mr. Dulles, if
12 you will rise and let people see you. You are over here and
13 we thank you very much for helping put this meeting
14 together. Ladies and gentlemen, we are now adjourned.

15 (Whereupon, at 4:55 p.m., the hearing was
16 concluded.)

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REPORTER'S CERTIFICATE

DOCKET NO. :
CASE TITLE: - Forum on Early Childhood Education
Issues and Civil Rights
HEARING DATE: May 20, 1989
LOCATION: Dallas, Texas

I hereby certify that the proceedings and evidence are contained fully and accurately on the tapes and notes reported by me at the hearing in the above case before the Texas Advisory Committee of the United States Commission on Civil Rights.

Date: May 20, 1989



Official Reporter
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