

HMONG EARLY CHILDHOOD EDUCATION NEEDS ASSESSMENT



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INTRODUCTION

Over the past two decades, the Hmong population in Minnesota has changed dramatically. In 1980, there were only 1,331 recorded but by 1990 the Hmong population had grown to 16,833, an increase of 1,165 percent. Similarly, between 1990 and 2000 the Hmong population tripled from 16,833 to 41,800, a change of 148 percent¹. Today, the United States has the fourth largest Hmong population in the world, followed by China, Vietnam, and Laos. Minnesota is home to the second largest Hmong population in the United States (41,800), and Saint Paul has the largest Hmong population in Minnesota (24,389). Indeed, the Minneapolis-Saint Paul metropolitan area has the largest Hmong population of any metropolitan area in the country. This rapid growth is reflected in the local school districts. School data obtained from the Saint Paul Public School District showed that, between the 1991-1992 and 2000-2001 school years, the Asian American student population increased from 21% to 31%. Hmong students account for 95.6% of the Asian student population in the school district.

Despite this dramatic change, Hmong parents still face numerous challenges as they prepare their children for the K-12 education. These challenges can be traced to low parental education and a language barrier. Over half (50.7%) of the Hmong population has less than a ninth grade education compared to only 7.5% of the U.S. population. Only 27% of Hmong adults have completed a high school degree compared to 84% of the U.S. population². Compared to Somali, Hispanic, and Russian immigrants in Minnesota, Hmong are the least proficient in English³. Twelve percent of Hmong sampled reported that they could “speak and understand English very well,” while 40% of them said that they could not speak English at all.⁴ This finding supports the U.S. Census Bureau (2000) report, which found that in 34.8% of U.S. Hmong households, no adults are fluent in English. This is more than eight times the national average of 4.1%.

Data from the Saint Paul School District also pointed out that Hmong students are the single largest group enrolled in the district whose language at home is not English.

¹ U.S. Census Bureau (1990, 2000).

² U.S. Census Bureau, (2000).

³ Wilder Research Center’s survey of Hispanic, Hmong, Russian, and Somali immigrants in Minneapolis-Saint Paul (2000).

⁴ Ibid.

This number puts Saint Paul Public Schools at the top of the list in regards to the number of students from non-English speaking homes (36%)⁵. All these factors limit Hmong parents' ability to prepare their pre-kindergarten children for school. However, to date, little attention has been focused on how Hmong parents prepare their pre-kindergarten children and what challenges parents face while trying to prepare their children for kindergarten. This needs assessment attempts to provide some information on these issues.

The purpose of this needs assessment is to explore issues related to early childhood education in the Hmong community, perceptions of school readiness, challenges parents face, and what Hmong parents can do for their children to prepare them for kindergarten. Research questions addressed in this needs assessment are:

- Who cares for Hmong children during the day?
- What prevents Hmong parents from putting their children in day care (both center- and home-based)?
- Do Hmong parents take advantage of the parent education classes available in the community?
- How do Hmong parents view early childhood education?
- To what extent are Hmong parents involved in their children's daily reading, writing, mathematics, and other activities?
- Who are more (or less) likely to be involved with their children's early learning experiences?
- What challenges do Hmong parents face as they prepare their children for kindergarten?

BACKGROUND & UNDERSTANDING

Ready 4 K is a non-profit 501(c)(3) organization incorporated in June of 2001, as an outgrowth of the Early Care and Education Finance Commission. The commission developed an Action Plan for Early Care and Education in Minnesota, and made 25 recommendations for a structure of early care and education that supports families. It

⁵ Saint Paul Public Schools Annual Report (2001).

was focused on ensuring that all children are prepared to succeed when they enter kindergarten. The commission recommendations were provided to the 2001 Legislature, at a time of a significant state surplus, but unfortunately, were not funded. Today, nearly 50% of children across the state are not ready for kindergarten. Ready 4 K was born as an advocacy organization to build public awareness and public will to ensure that each of Minnesota's children, especially low-income children, reach kindergarten ready to be successful.

Hmong is an ethnic group targeted by Ready 4 K because of its size, as well as the high proportion of children who enter Head Start with very limited English ability compared to other ethnic groups⁶ and later enter kindergarten less ready than other children. In response to this challenge, Ready 4 K has embarked on a challenging two-year initiative with the Hmong community in the city of Saint Paul that will include both community awareness organizing and grassroots organizing for policy change. The purpose of the initiative is to elevate the understanding of school readiness among Hmong parents' and community members. With increased understanding comes better access to programs and other means that will enable Hmong children, ages birth to five, to be able to thrive in kindergarten.

The first step toward this goal is to conduct a needs assessment to determine the current standing of Hmong children and families and how they are currently preparing their children for school.

METHODOLOGY

RESEARCH DESIGN

Conventional mail and phone surveys have a low response rate with Hmong immigrant parents due to a lack of trust between the interviewer and respondent. Because of the complication involved in asking quantitative questions via telephone, a face-to-face interview method was chosen instead. Thus, the needs assessment was conducted through face-to-face interviews using a structured questionnaire. The

⁶ Source: Head Start 2005-2006 data for children 3-5 years old. Note that students who identified Hmong as their language spoken at home ranked second (16%), behind only to the English speaking group (54%).

questionnaire was designed to accommodate the low literacy level of the Hmong population as well as minimize the suspicion and invoke trust among participants in order to increase the response rate.

DATA COLLECTION

Data was collected during March and April 2005. Participants were recruited from non-profit organizations and a flea market located in Saint Paul. Contacts were made to youth and family services program coordinators in the selected non-profit organizations to assist in the announcement of the study to potential participants. Interviewers visited each non-profit organization so interested participants could stop by to participate.

At the flea market, permission was requested from the flea market owner to set up a booth and distribute a flier about the survey in Hmong and English. Interested participants who stopped by the interview booth were provided with an explanation about the purpose of the needs assessment, the risks and benefits involved, and the expected duration of the interview. All participants who agreed to participate signed a consent form prior to the interview.

Four experienced undergraduate interns, two community interviewers, and the Hmong project coordinator interviewed 304 Hmong parents from March 1, 2005 through April 30, 2005. All interviewers were trained by a University of Minnesota professor on research ethics, human subject protection, interview protocol, and data recording prior to the data collection. Interviews were conducted in Hmong, English, or Hmonglish depending on the preference of the participants. Interviews lasted between 20 minutes and an hour.

STUDY SAMPLE

Three hundred and four adults, with ages ranging from 16 to 93 (mean = 36.8, SD = 12.3) volunteered to participate in the needs assessment. Of the 304 participants, 179 parents had at least one child, age zero to five, during the time of the interview. Of these 179 parents, 45 of them were young families who did not have children older than five at

the time of the needs assessment. Most of the participants (91%) were foreign born (See Figure 1). Only nine percent of the participants reported that they were born in the United States. Seventy-three percent of the participants had lived in the United States for more than six years (mean= 13.70, SD = 9.10). Twenty-seven percent of the participants were newly arrived refugees from Wat Tham Krabok, Thailand. Sixty percent of the participants were unemployed and 70% still received some kinds of public assistance from the government.

On average, the number of children reported was 4.06 (SD = 2.22), ranging from one to 13. Eighty-nine percent of the participants reported of having up to six children, and only 21% reported of having more than six children. About three quarters of the participants were considered poor, and 22% of them reported that they had attended college or had obtained a college degree. This group was larger in our sample compared to the general Hmong population (7.5%)⁷. Although we did not intend to target this group, the issue of early childhood education might have attracted them to participate since many of them are young parents with small children.

⁷ Wilder Research Center (2000); U.S. Census Bureau (2000).

Figure 1. Sample Characteristics

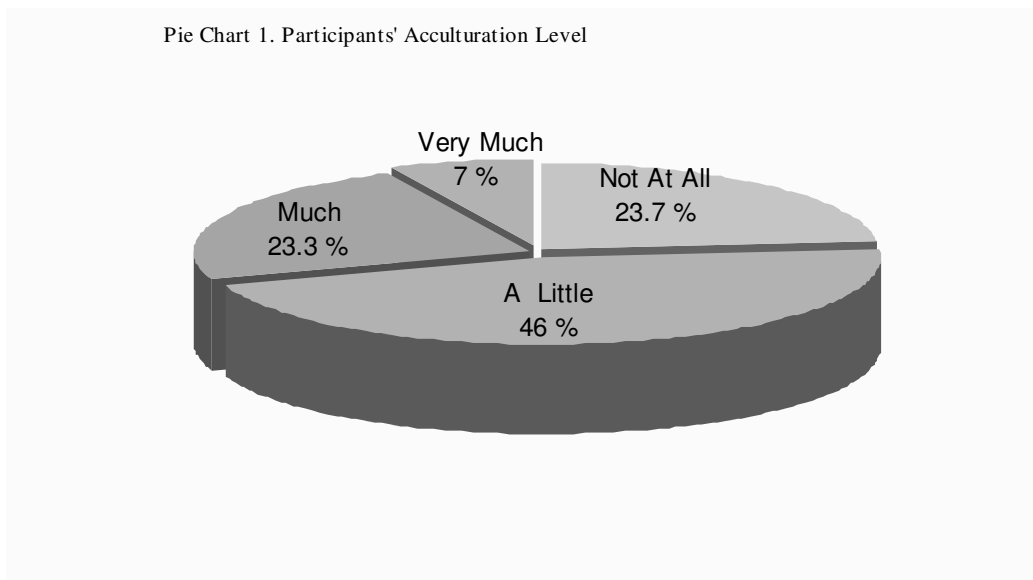
Sample Characteristics	Number	%
Age		
30 and Under	103	35%
31 – 45	129	45%
46 and Over	58	20%
Mean	36.83	
Standard Deviation	12.28	
Median	35.00	
Range	16 to 93	
Birth Place		
Laos or Thailand	176	91%
United States	17	9%
Marital Status		
Single, never married	8	2%
Married	249	83%
Separated	10	3%
Divorced	18	6%
Widowed	17	6%
Years in the United States		
5 years and Under	72	27%
6 – 15 years	65	24%
16 years and Over	132	49%
Mean	13.70	
Standard Deviation	9.10	
Median	15.00	
Range	0 to 33	
Education in the United States		
Never went to school	77	26%
Less than high school	118	36%
High school graduate	49	16%
College or University	65	22%
Employment		
Employed	116	40%
Unemployed	178	60%
Public Assistance		
Received	210	70%
Not Received	91	30%

N = 304

A majority of participants in this needs assessment did not appear to have acculturated or culturally assimilated to American customs (mean = 2.14, SD = .86). Only 30% of participants reported that they have adopted American ways of doing things “much” or “very much” (see Pie Chart 1); yet most of these individuals were college educated.

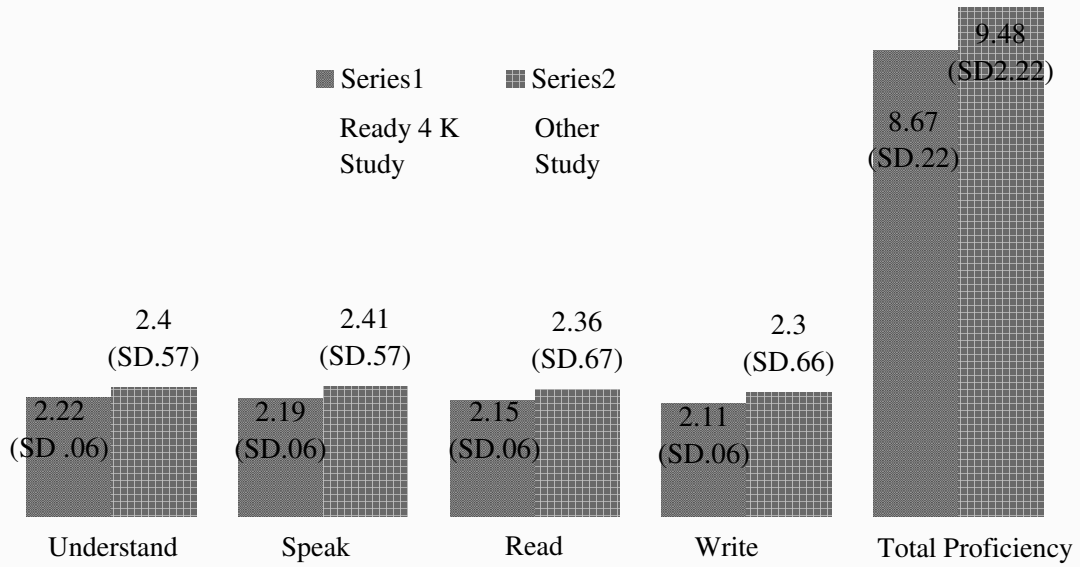
In addition, each participant was also asked to respond to the following four questions, which assessed Language English Proficiency (LEP). The results showed that most participants could only speak, understand, read, and write a little English (mean =2.37, SD = .06), a finding consistent with most available data⁸ (see Graph 1). Between 61% to 63% of the participants reported that they could not speak, understand, read, and write at all or could only speak, understand, read, and write minimal amounts of English.

In regards to language spoken to children, it was found that 59% of the participants of the present study still use Hmong as the primary language spoken to their children at home. Only three percent of the participants reported that they used only English to communicate with their children, despite 22% of them having a college education. About a third of the participants reported that they used a mixture of English and Hmong when talking to their children (see Pie Chart 2).



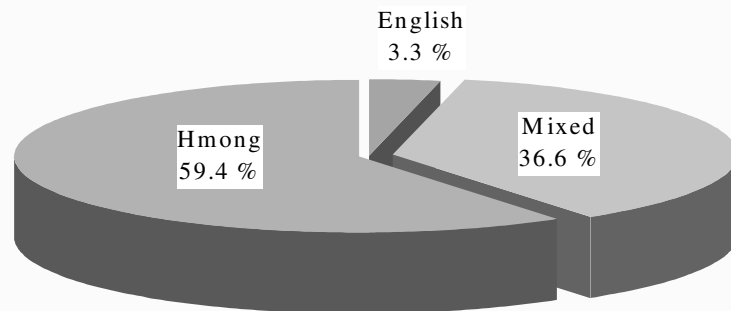
⁸ Portes, A. & Rumbaut, R. G. (2001). *Legacies: The Story of the Immigrant Second Generation*. New York: Russell Sage Foundation.
Thao, & M. Pfeifer (Eds.) (2004). *Hmong National Development 2000 Census Report*. Washington D.C.: Hmong National Development, Inc.

Graph 1. English Language Proficiency



Total proficiency score is the composite score of the four questions that ranges from 4 to 16 where 4-6 = least proficient = -10 = somewhat proficient; and 11-16 = proficient.

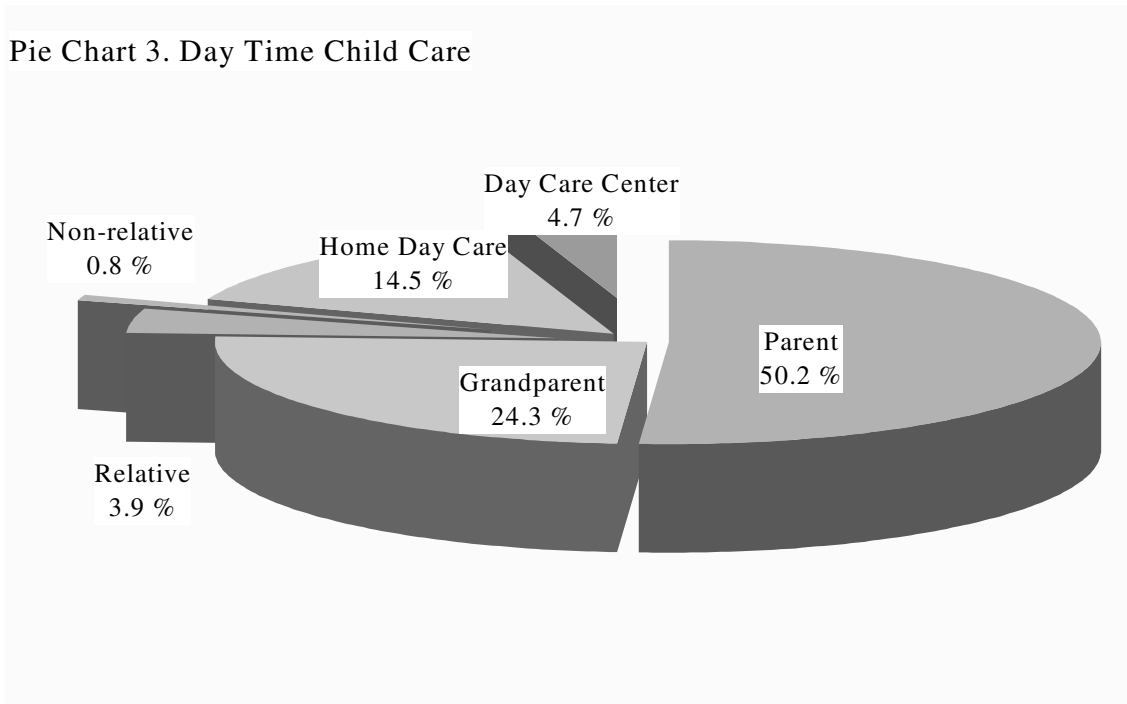
Pie Chart 2. Language Spoken To Children At Home



KEY FINDINGS

WHO CARES FOR HMONG CHILDREN DURING THE DAY?

Of the total sample size⁹, half of the participants (50%) reported that they stayed home during the day (or during the waking hours) to care for their children. This was not surprising since 60% of the participants were unemployed. 24% of the participants reported that they put their children in the care of their parents. These individuals tended to have a high school education or higher and were more likely to be employed outside of the home (Chi-square = 109.10, $p = .000$). Fifteen percent of the participants said their children attended licensed home day care, and five percent said their children were cared for in a day care center (see Pie Chart 3). Comparing these findings with state data, Hmong are not statistically different from other Minnesotan parents in regards to placing their children in formal childcare settings.

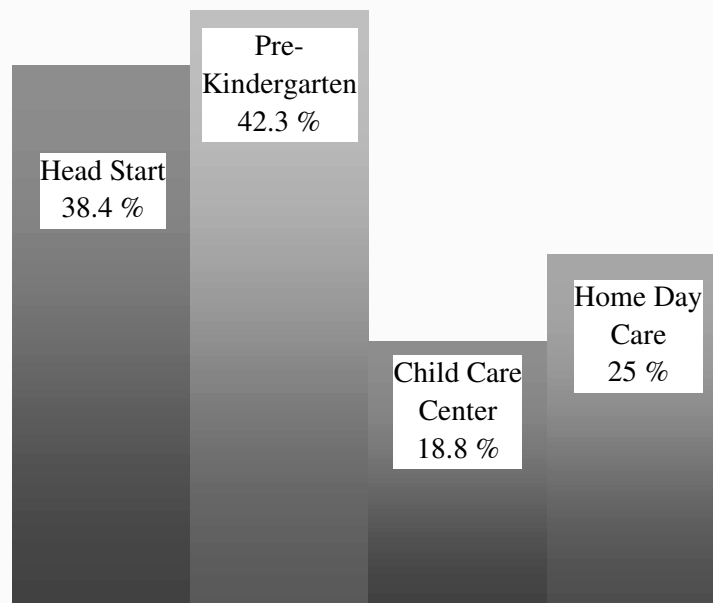


⁹ Only 251 individuals provided responses to this question.

WHAT PRE-KINDERGARTEN PROGRAMS DO HMONG PARENTS PUT THEIR CHILDREN IN?

We were interested in the type of pre-kindergarten programs Hmong children under the age of six were enrolled in during the time of the needs assessment. We asked each participant to respond to four questions regarding their current child care arrangements. Results showed that most parents (42%) who have pre-kindergarten children enrolled their children in public pre-kindergarten programs. Head Start is the second most common pre-kindergarten program that participants enrolled their pre-kindergarten children in. The least used pre-kindergarten program that participants enrolled their children in was a childcare center, with only 19% of parents participating. (see Graph 2).

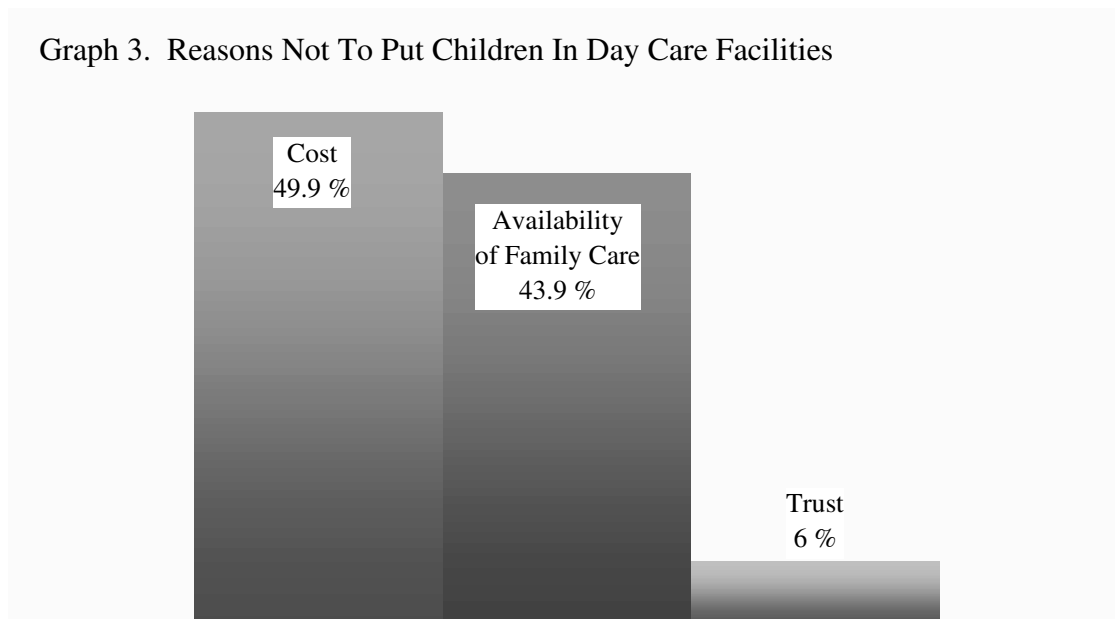
Graph 2. Pre-Kindergarten Program Enrollment



Note: the total percent is greater than 100% because parents reported more than one program for their pre-kindergarten child.

WHY DON'T HMONG PARENTS PUT THEIR CHILDREN IN CHILDCARE?

The primary reason for Hmong parents not using formal childcare was cost, with the second reason being the availability of an adult in the family¹⁰ to care for the child (see Graph 3). Only six percent of participants mentioned a reason was other than cost and the availability of an adult family member. A majority of the individuals who mentioned the availability of family care were those who had less than a high school education. These individuals tended to be unemployed (e.g., only 20% employed) and were more likely to stay home. For those who had a high school and college education (n=99) and worked outside of the home (77%), the reason tended to be cost rather than the availability of a family member.



DO HMONG PARENTS TAKE ADVANTAGE OF PARENT EDUCATION CLASSES?

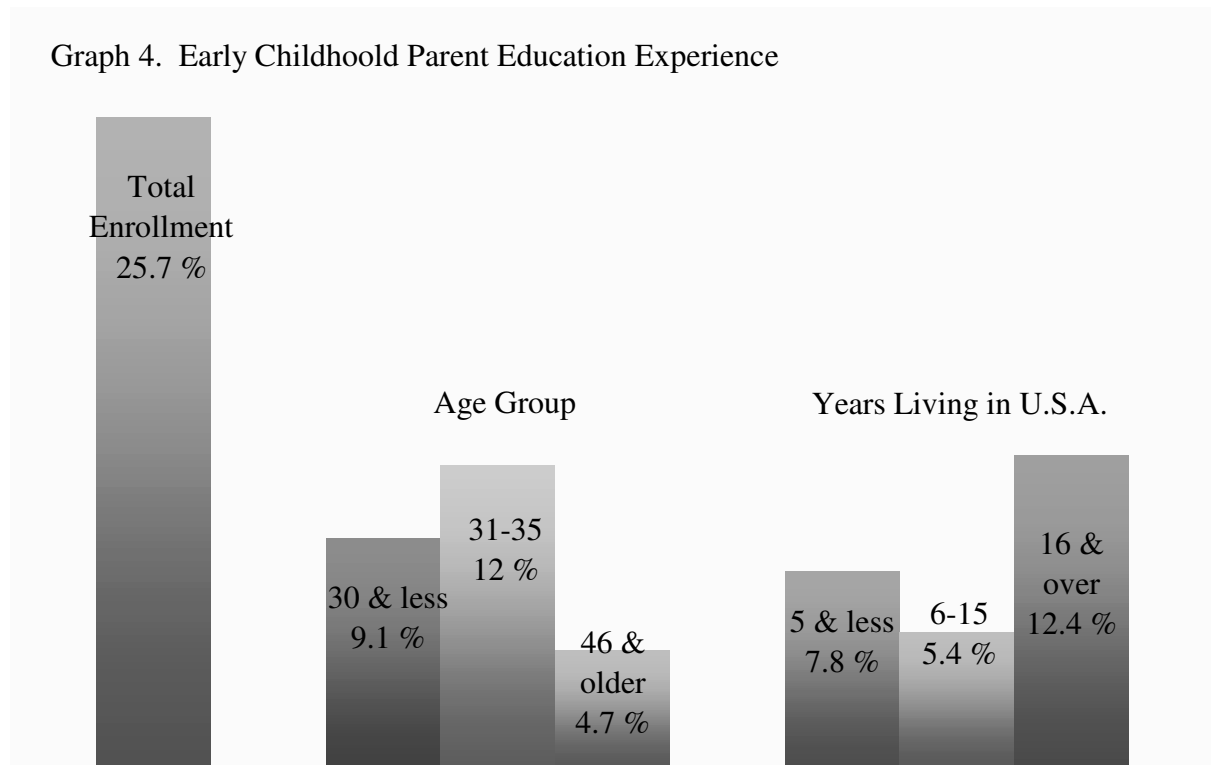
Results showed that only a quarter of our survey participants had enrolled in early childhood family education, parenting, or child development classes offered through various agencies in the community. Specifically, about 24% had taken at least one ECFE class, 32% had taken at least one parenting class, and 36% had taken a child development

¹⁰ Family is used here to refer to both the nuclear family and the family of origin.

class. Although data from other sources was not available to compare, we believe this number was higher than expected.

When comparing the responses across different subgroups of our sample, we found that participants who were under the age of 36 and had lived in the United States for more than 16 years were more likely to have taken these classes compared to older parents and parents who had lived in the U.S. fewer than 16 years. This finding suggests that it is important to target the new immigrants when recruiting parents for parent education classes and other educational efforts. Parents who have lived in the U.S. for over six years need to be exposed to parenting education opportunities in the community in order to improve their bicultural parenting skills.

Graph 4. Early Childhood Parent Education Experience



HOW DO HMONG PARENTS PERCEIVE EARLY CHILDHOOD EDUCATION?

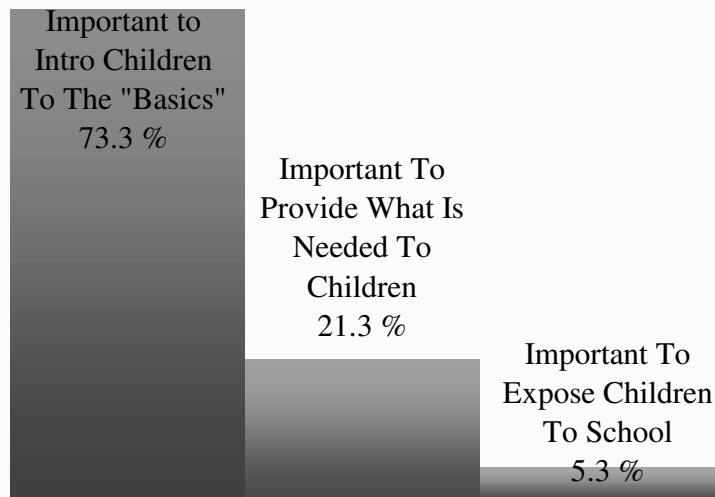
Most Hmong parents (73%) believe that it is extremely important to introduce pre-kindergarten children to learning early, to provide for children’s basic needs, and to expose children to the school environment when they are young (see Graph 5). Parents believed that the earlier the child knows concepts such as the English alphabet, numbers,

basic colors, shapes, their own name, address, and bus number, as well as how to draw, use the restroom, independently complete simple self care tasks, and converse in simple English, the more advantageous it will become for the child in the future. One parent said that if a child has the chance to learn these basic skills earlier in life, the child would succeed once in the K-12 educational system.

In addition to these pre-requisites, Hmong parents also believed that children should have mastered some social skills, such as the ability to listen and pay attention to teachers, obey parents, and cooperate with other students. One parent said, “Children have to be taught how to be a good child, listen to teachers, and play cooperatively with other children before kindergarten.”

Twenty-one percent of the participants believed that parents should provide whatever children need to help them learn. A few parents, particularly those with a college education, believed that children should be exposed to the school environment prior to kindergarten. They felt that this exposure would reduce the anxiety children typically feel when entering into a new environment.

Graph 5. Perceptions Of Early Childhood Education



HOW DO HMONG PARENTS KNOW IF THEIR CHILD IS READY FOR KINDERGARTEN?

Participants in this survey mentioned several competencies as indicators of kindergarten readiness. Forty-six percent of the participants said that when their children know their names, the alphabet, numbers from one to ten, the basic colors, speak some English, can understand simple instructions, and draw, their children were ready for kindergarten. Eleven percent of the participants believed their children will be ready for kindergarten when they are able to do some simple tasks by themselves, such as eating, using the restroom, riding the bus, following directions, speaking fluently in the native language, and separating from parents without anxiety or crying. Another six percent of the parents said that when children are curious, motivated, and not afraid to learn, their children are ready to make the transition to kindergarten (Table 1).

Table 1. Characteristics of Children Who Are Ready for Kindergarten

Characteristics and Expected Behavior	Participants Mentioned	Percent
Knowledgeable - Know own name. - Know the alphabets. - Know the numbers/can count. - Speak some English. - Talk fluently in Hmong. - Know how to read. - Can draw. - Know the basic colors. - Understand instructions.	82	46%
Independent - Eat by self. - Use the restroom by self. - Follow directions. - Ride the bus by self. - Separate from parent without crying. - Feel comfortable interacting with others.	20	11%
Motivated to Learn - Not afraid to learn. - Curious about learning. - Learn to pay attention.	11	6%

Note. The percentage is calculated based on the total sample size of 180. Percentages do not add up to 100% because not everyone responded to the question.

WHAT DO PARENTS NEED TO DO TO PREPARE THEIR CHILDREN FOR KINDERGARTEN?

A majority of participants felt that parents need to spend more time with children, helping them learn the “basics” so they can recognize the alphabet, the basic colors, count up to ten, and be independent about self care (Table 2).

The second priority of participants was to teach some English to children before kindergarten so communication and learning can occur once the child is in the educational system. Although parents felt that maintaining the Hmong language is important, they also wanted their children to know enough English before kindergarten to understand instructions and to carry out assignments in school.

The third priority was to ensure that parents were aware of the importance of early childhood education (ECE). Nine percent of the participants believed some Hmong parents value material things over their children’s early education, while others believed pre-kindergarten kids are just too young to learn, which was sighted as a reason parents were reluctant to get involved with their children’s early education.

Table 2. Things Parents Can Do To Prepare Their Children For Kindergarten

Theme	Individuals	Percent
Spend More Time With children: <ul style="list-style-type: none"> - Teach how to read, write, speak, count, draw pictures, color, memorize address, phone number, and how to use restroom. - Look at picture books with children. - Teach table manners. - Visit the library. - Play with them to develop motor skills. 	119	66%
Teach Some English Before Kindergarten <ul style="list-style-type: none"> - Make sure they're bilingual. - Have children know English. - Make sure children can communicate in English to teachers. 	29	16%
Aware of the Importance of ECE <ul style="list-style-type: none"> - Some parents focus on their jobs, not their children. - Not recognized as an important issue. - Believe pre-k children are not ready to learn. - Teach parents how to be more involved. 	17	9%
Provide School Supplies to Children <ul style="list-style-type: none"> - Put them in preschool programs. - Meet their needs. 	16	9%

Note: Percentage is calculated based on the total sample size of 180 for the qualitative data. ECE stands for Early Childhood Education.

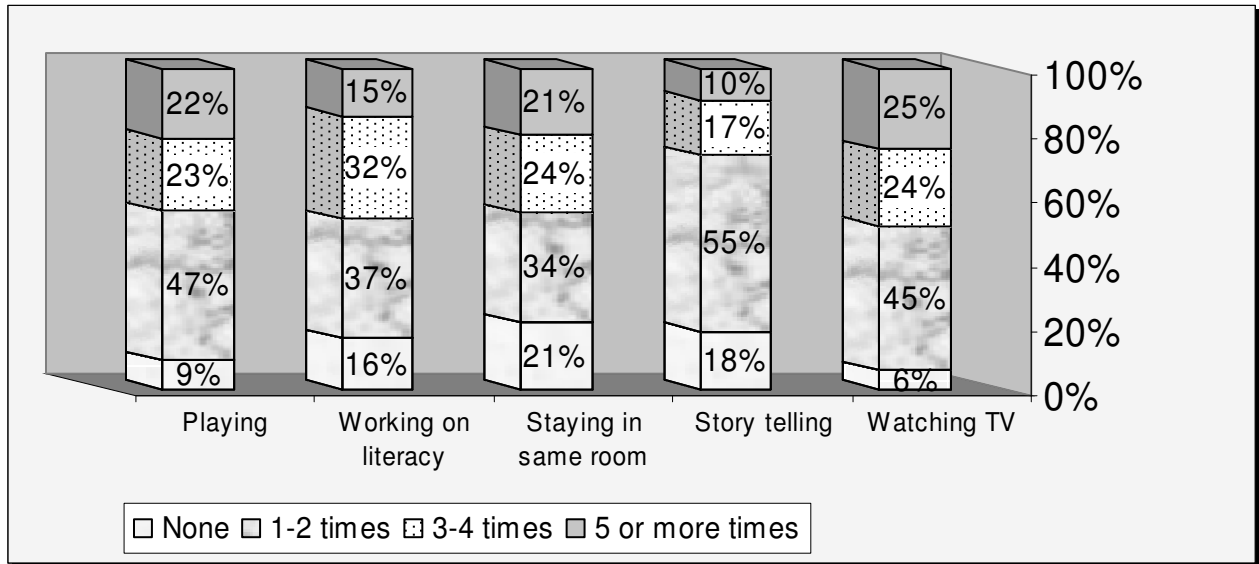
TO WHAT EXTENT ARE HMONG PARENTS INVOLVED IN THEIR CHILDREN'S EARLY LEARNING AND LITERACY?

To explore this question, we included six questions in the structured questionnaire. The first five questions asked participants to recall how many times they did activities with their children in the past week.

We found that between 45% to 49% of parents reported that they played with their child five or more times, worked with their children on literacy related tasks, stayed with their children in the same room without doing any active activities, or watched

television with their children in the same room. Despite the fact that Hmong traditionally used stories to teach their children about moral lessons, the study found that only 27% of parents reported spending more than three times per week telling stories to their children. (Graph 7).

Graph 7. Parental Involvement Items and Frequency Distributions



Using analysis of variance (ANOVA) to determine if parental involvement varied significantly by education, number of years living in the United States, and the ability to speak, understand, read, and write English (hereafter referred to as English proficiency level), we found that education has a significant effect on parental involvement. Individuals with the highest level of education reported more involvement with their children. Similarly, findings also found that the number of years living in the United States and English proficiency level also affect the degree to which parents are involved in their children’s literacy. The longer a person lives in the United States and the more proficient a person is in English, the more likely to be involved the person is in his or her children’s education (Table 2).

The results suggest that two subgroups within the Hmong community need to be targeted by parental involvement intervention programs. The first group consists of the parents who have recently arrived from the refugee camp in Thailand. They are the least likely to be involved in their children’s literacy because they are the least educated, least

proficient in English, and have lived the shortest time in the United States. The second group are the parents who have been living here for a while but are also the least educated and the least proficient in English.

To successfully transition to kindergarten, children need education from multiple settings, including the home environment. When children lack this type of learning environment, their ability to enter into kindergarten ready to learn can be hampered. Policy makers and program planners should keep this in mind when making policies or planning programs that impact Hmong children and families.

Table 2. Parental Involvement, By Age, Education, Years in the United States, and English Proficiency Levels

Independent Variables	Parent Involvement			F (p value)
	Mean	SD	n	
Age				
30 and under	8.25	3.64	103	0.754(.47)
31 to 45	8.20	3.70	129	
46 and older	7.57	3.53	58	
Education*				
Never went to school	7.18	3.58	98	9.986(.00)
Less than high school	7.81	3.72	21	
High school graduate	9.47	3.75	103	
College/University	0	0	0	
Year Living in the United States*				
5 and less	5.71	2.84	72	20.813(.00)
6 to 15	8.83	3.67	65	
16 and over	8.76	3.66	132	
English Proficiency Levels*				
Least proficiency	6.57	3.37	101	22.575(.00)
Somewhat proficiency	8.02	3.44	88	
Proficiency	9.83	3.63	105	

Note. Possible score for parent involvement ranges from 0 to 18. *Significance at $p \leq .01$.

WHAT CHALLENGES DO HMONG PARENTS FACE WHEN PREPARING THEIR CHILDREN FOR KINDERGARTEN?

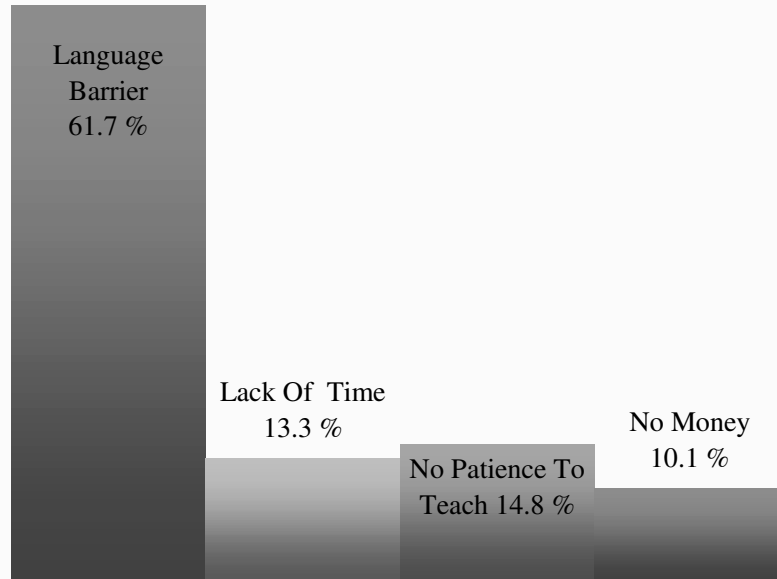
Hmong parents who participated in this study value education highly and wanted to spend more time with their children. However, most of them are still facing many challenges that prevent them from providing the kind of quality early education their children deserve. Seventy percent of the participants receive some form of public assistance; 60% of them are unemployed; and 62% of the participants have less than a high school education. In addition to these challenges, we also found that the single most challenging task for these parents in preparing their children for kindergarten is the language/literacy barrier (See Graph 7.).

The second challenge mentioned by participants was children's age and temperament. Participants stated that they do not have the patience to get children to sit still for the lessons. The third challenge mentioned by parents was lack of time. Participants who mentioned this tended to comprise those who have a high school education or higher (82%). Other studies investigating Hmong parents have found that raising children is one of the most stressful tasks in the United States.¹¹ Although earlier studies tended to cite this stress with older children, this study points out that there is significant stress in raising even younger children.

In summary, these challenges, along with the nature of their work, help explain why many Hmong parents spend fewer hours per week working with their children on literacy related activities. It is imperative that alternative assistance be provided to Hmong children of these families since their exposure to early literacy is limited. In addition, these parents also need to be exposed to age-appropriate parenting strategies and teaching activities that facilitate regular parental involvement in the children's daily experiences.

¹¹ Xiong, Z.B., Detzner, D. F., & Rettig, K.D. (2001).; Wilder Research Center (2001).

Graph 7. Challenges Getting Children Ready For Kindergarten Themes



RECOMMENDATIONS

Recommendations are based on two guiding questions. The first is how do we as a community improve school readiness in the Hmong community? The second is what information and training materials are needed to provide for Hmong community members?

HOW DO WE IMPROVE SCHOOL READINESS IN THE HMONG COMMUNITY?

The Hmong community is diverse and complex. To assume that there is only one Hmong community is a mistake. The Hmong community is comprised of several subgroups based on age, gender, generational status, education, occupation, political affiliation, and religion. The present needs assessment surveyed only a few individuals from each of these subgroups based on its sample. Therefore, the recommendations must be viewed based on this sampling limitation. Future studies need to ensure that the design is representative of the population to enhance the external validity of findings.

1. Given what we know about the language barrier and least limited English proficiency (LEP) as well as the type of child care arrangements reported by the present participants, three recommendations are proposed:
 - a. We recommend that new immigrants and those who have less than a high school education have access to and continue to attend English as a Second Language classes. A parent's LEP serves as a strong indication for their involvement with their children. A parent's involvement with their children's day-to-day activities, especially literacy, is crucial to the child's school readiness.
 - b. We recommend that ESL programs use and/or introduce similar curricula activities designed for pre-kindergarten programs and other early childhood education programs for their adult learners, many of whom are parents and grandparents. Such exposure to consistent learning will help parents learn better English and literacy, while at the same time enhancing their skills to be involved in their children's education at home. Given the low literacy in the home environment, the probability that Hmong children are exposed to an environment that is rich in literacy and early learning is small. Without proper support, many Hmong children may begin school without the necessary skills to successfully transition into kindergarten.
 - c. We also recommend that employers consider helping their employees who are parents by providing incentives for them to continue to enroll in ESL classes and/or other adult/parent education classes. We urge employers to consider such a strategy for all parents with less than a high school degree, regardless of their residential status.
2. The fact that most Hmong parents wanted to spend more time with their children, to ensure that their children become bilingual prior to kindergarten, and to learn about the importance of early childhood education show that there is still hope to engage and mobilize the whole Hmong community to support and make early childhood education a priority. Based on these findings, we recommend that:

- a. Hmong community leaders (e.g., both professional, natural leaders and parents) need to be informed about the need and importance of early childhood education and must be involved in all phases of the planning process.
- b. The importance of early childhood education and the impact that early childhood education has on children's later development need to be documented and publicized widely (e.g., via Hmong sponsored radio stations and television show) to gain the public support.
- c. Funding to support this type of initiative is a must. We strongly believe that such an initiative will not only help to narrow the achievement gaps between Hmong and the mainstream student population but will also decrease the prevalence of delinquency and teen pregnancy in the Hmong community.

WHAT INFORMATION AND TRAINING MATERIALS ARE NEEDED?

Although the results showed that Hmong parents understood the importance of early childhood education and could identify some characteristics and skills that are crucial to school readiness, the breadth and depth of child development and the extent of the various impacts on a young child's cognitive development are still limited. We recommend that three types of materials and/or information must be produced and be made available for the Hmong community in order to mobilize them for school readiness:

1. Develop or adapt pamphlets about early childhood education, ready for kindergarten readiness activities, and activity kit resources and make them available for parents and the Hmong community.
2. Develop (and/or adapt existing school readiness screening tests) a bilingual school readiness checklist which allows parents to monitor their children's progress toward school readiness at home. This checklist will allow parents to determine whether their children need extra help prior to entering kindergarten. Records kept by parents for their child will be crucial to school officials when entering kindergarten.

3. Develop an informational video that talks about child development from birth to five years of age; the impact of family involvement in the child's development; and suggests practical activities for parents to enhance their children's cognitive and academic development. The video should be done in Hmong since newly arrived Hmong refugees and parents with limited English proficiency tend to face a language barrier and therefore lack access to a video done in English.