

Context:

Southeast Asians & other newcomers in California's classrooms
Volume 19, No. 136, April/May, 1999

Immigrants, Refugees, Sojourners: A Newcomer Update

The other day a college student who began life in the Ukraine came to the Center to find out how many refugees are in Sacramento County from the former Soviet Union (FSU). Interesting question, difficult answer. There are different types of censuses and reports, and each one defines newcomers in slightly different ways:

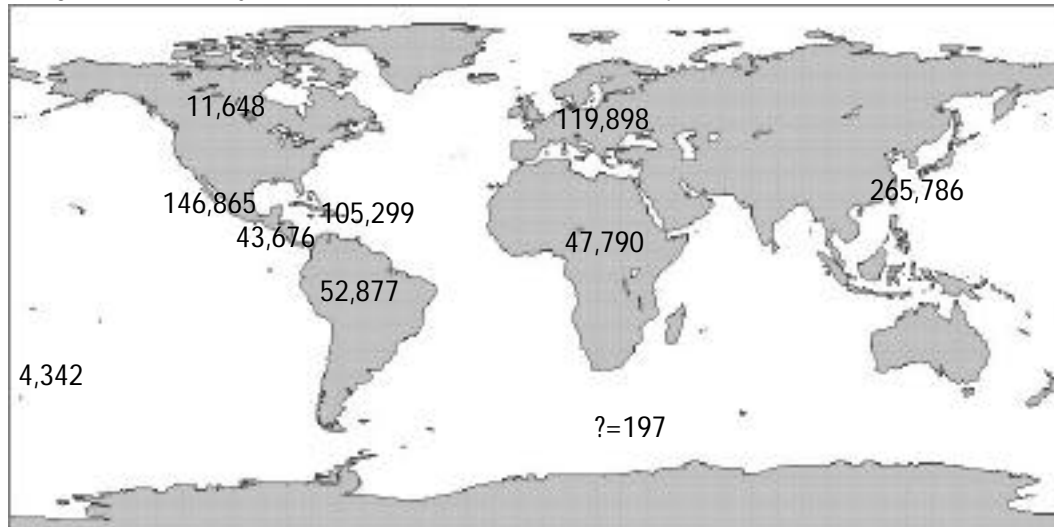
immigrant. Person who chooses to come to the US. Has a visa from a consulate located in the home country that allows entry into the US for permanent residence and employment. Looks forward to success in America. Probably came to join relatives, because of a US employment need, or because of a US

need for increasing diversity among national origins to compensate for past barriers. (See Department of Justice, Immigration and Naturalization Service, <http://www.ins.usdoj.gov/>)

refugee. Person who has fled his country seeking a safe haven. An official has confirmed a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Cannot or does not want to return. Has an I-94 document that allows employment. Becomes a permanent resident after one year. Has not prepared to

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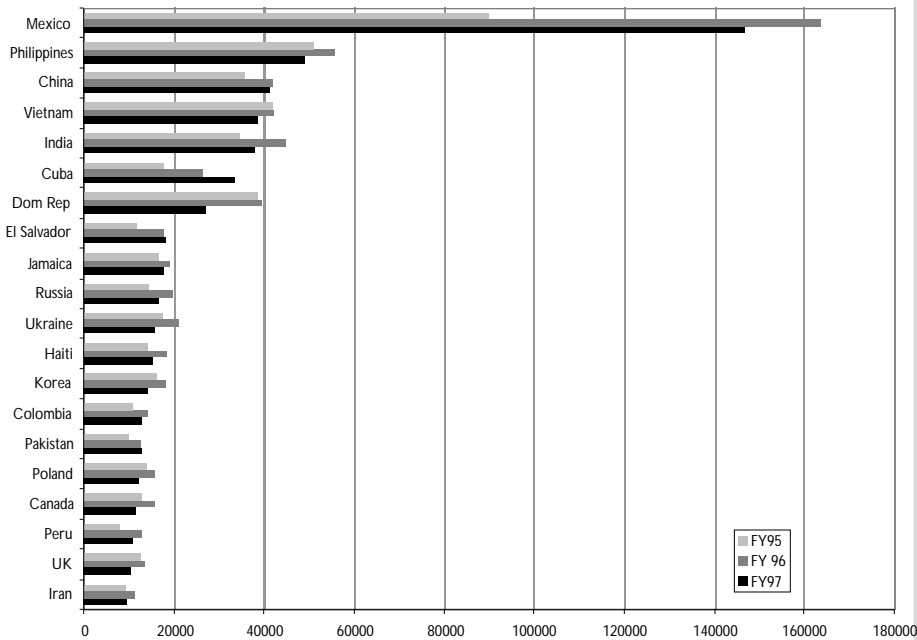
Immigrants (new and adjusted status) to the U.S., October 96 to September 97 = 798,378



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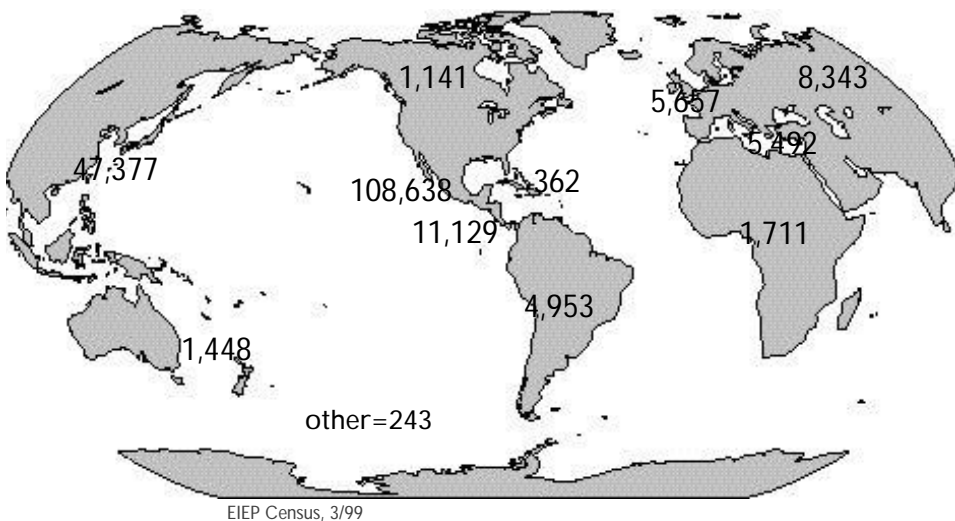
Top sending countries, FY95-97



come. Looks backwards to what has been lost. May face greater obstacles to employment and economic success. (See UNHCR's website at www.unhcr.ch; or the US Committee for Refugees). Technically, refugees cease to exist when they receive a permanent resident document ("green card"), but because it is important for design of services, it is worth remembering who came as refugees and who came as immigrants.

sojourner. Person who chooses to live dual lives—one in the US and the other in Mexico or another country. May be undocumented, may be temporary worker, may be the parent of a minor who is a US citizen, or may be a US citizen who spends extended time abroad. Future requires ability to work and live

Where do California's 196,494 newcomers come from?



Refugees

	FY97	FY98
Ceiling	78,000	83,000
Arrivals	70,085	76,554
E. Europe	21,378	30,911
Former Sov. Un.	27,072	23,349
Africa	6,069	6,662
E. Asia	8,590	10,848
Latin America	2,986	1,587
S. Asia	3,990	3,197

(US Committee for Refugees, 12/98)

FY99 Refugees: From...?

Each year Congress determines which of the 20 or so million refugees worldwide need third country resettlement. For FY99, refugees to the U.S. will come from:

Africa (ceiling: 12,000)

- Angolans
- Guinea Bissauans
- Burundians
- Liberians
- Cameroonians
- Nigerians
- Chadians
- Rwandans
- Congolese
- Sierra Leonians
- Djiboutians
- Somalis
- Eritreans
- Sudanese
- Ethiopians
- Togolese
- Ugandans

Former Soviet Union (48,000)

Jews, evangelical Christians

E. Europe (ceiling: see FSU)

Bosnians

Near Asia (ceiling: 4,000)

Iranians

Iraqis

East Asia (ceiling: 9,000)

Burmese

Vietnamese

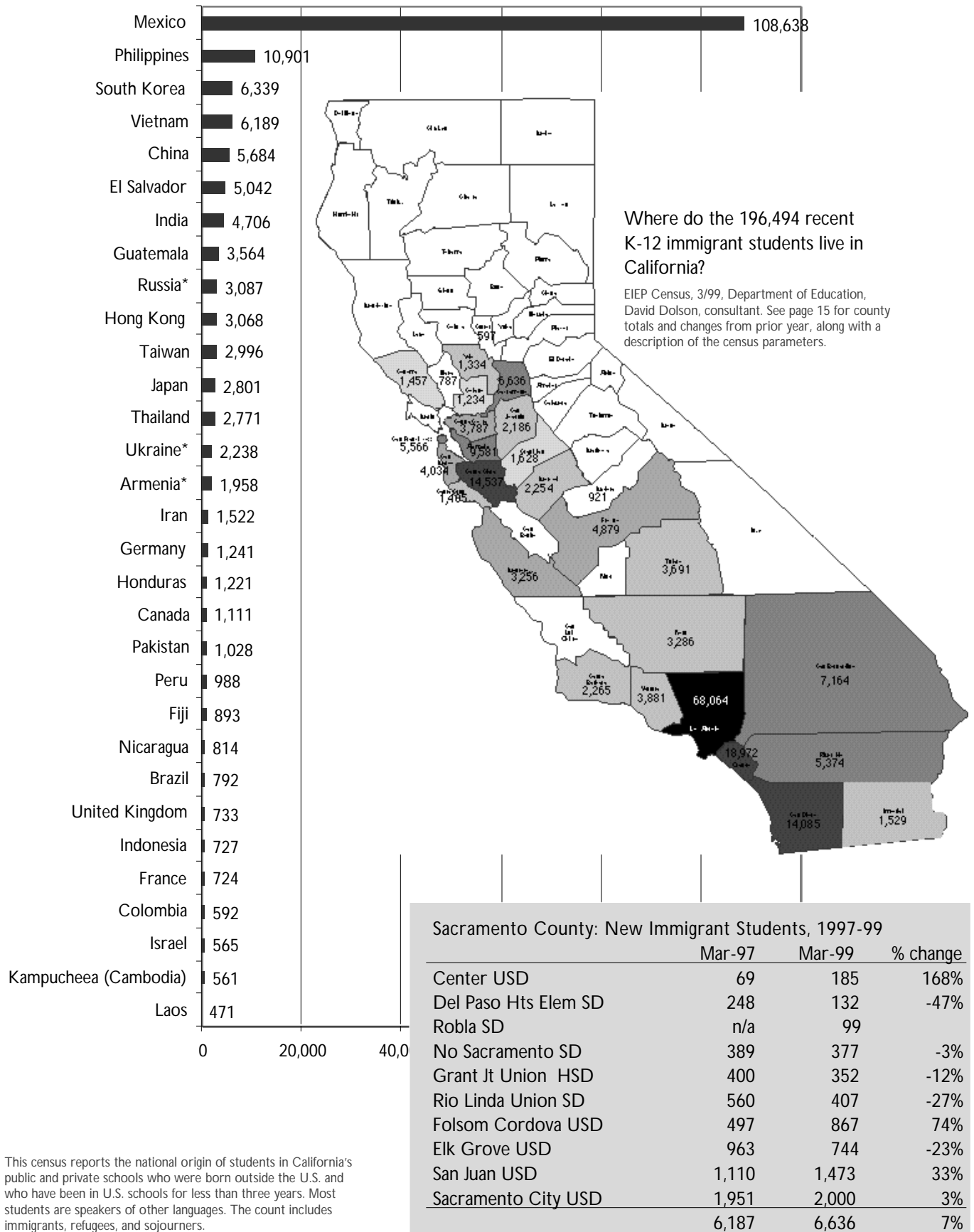
Latin America (ceiling: 3,000)

Cubans

Unallocated (ceiling: 2,000)

The US has recently acted to add Kosovar Albanians to this list.

California's recent immigrant, refugee & sojourner students, Mar-99



This census reports the national origin of students in California's public and private schools who were born outside the U.S. and who have been in U.S. schools for less than three years. Most students are speakers of other languages. The count includes immigrants, refugees, and sojourners.

EIEP 1999

Districts with more than 500

Los Angeles USD	32,512	Folsom Cordova USD	867
San Francisco	5,566	Lodi USD	860
Compton USD	4,231	Riverside USD	850
San Diego USD	3,624	Madera USD	828
Oakland USD	2,915	Alhambra City Elem SD	826
Glendale USD	2,714	Newport-Mesa USD	823
Santa Ana USD	2,525	Fullerton SD	806
Garden Grove USD	2,279	Alameda USD	797
Long Beach USD	2,233	Oceanside USD	797
Alum Rock USD	2,137	Modesto City Elem SD	784
Fresno USD	2,080	Pasadena USD	768
West Contra Costa USD	2,032	San Mateo-Foster City SD	762
Sacramento USD	2,000	Desert Sands USD	751
Franklin-McKinley SD	1,986	Merced Union HSD	747
San Jose USD	1,769	Mountain View Elem SD	747
Anaheim Union HSD	1,685	Elk Grove USD	744
Ontario-Montclair SD	1,671	Palm Springs USD	734
Cupertino Union SD	1,669	Ravenswood City SD	718
Hayward USD	1,663	Alhambra City HSD	706
ABC USD	1,644	Redwood City SD	702
Hacienda La Puente USD	1,607	Saddleback Valley USD	702
Mt Diablo USD	1,563	Napa Valley USD	664
Irvine USD	1,515	Porterville USD	661
Anaheim City SD	1,500	Milpitas USD	650
San Juan USD	1,473	National SD	644
Fremont USD	1,457	Visalia USD	640
Orange USD	1,417	Tustin USD	631
Paramount USD	1,409	Delano Jt Union SD	625
Chula Vista Elem SD	1,424	El Monte Union HSD	625
San Bernadino City USD	1,380	Burbank USD	619
Montebello USD	1,303	Oxnard Union HSD	619
Pajaro Valley USD	1,296	Westminster SD	606
Sweetwater Union SD	1,244	Santa Monica-Malibu USD	607
Stockton USD	1,134	Fremont Union HSD	590
Capistrano USD	1,123	Santa Rosa City Sch	574
EL Monte City SD	1,120	Hesperia USD	569
Lynwood USD	1,117	Cajon Valley Union SD	568
Bakersfield City SD	1,108	San Lorenzo USD	561
Chino Valley USD	1,091	Washington USD	555
Rowland USD	1,083	LACOE	544
Santa Clara USD	1,080	Lennox SD	537
Arcadia USD	1,074	Corona-Norco USD	536
East Side Union HSD	1,044	Alvord USD	531
Oxnard Elem SD	1,029	Moreno Valley USD	529
Pomona USD	1,026	Inglewood USD	522
Torrance USD	1,012	Sunnyvale SD	520
Fontana USD	1,003	Calexico USD	514
Poway USD	995	Yuba City USD	513
Redlands USD	992	Conejo Valley USD	510
Escondido Union SD	979	San Dieguito Union HSD	506
Vista USD	966	Vallejo City USD	506
New Haven USD	948	Alisal Union SD	504
Coachella Valley USD	912	Fairfield-Suisun USD	503
Palos Verdes Pen USD	910	<u>Districts <500</u>	<u>40,026</u>
Placentia-Yorba Linda USD	861		196,494
Fullerton Joint Union SD	849		
Norwalk-La Mirada USD	887		

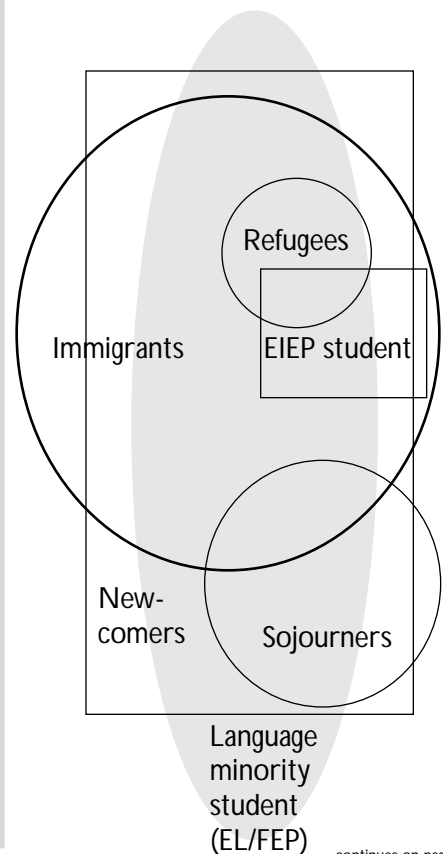
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successfully in different languages/cultures/economies.

EIEP immigrant student. K-12 student who was born outside the US or its territories and who has been in US schools for less than 3 years. To report, a district must have at least 500 such students or at least 3% of the enrollment must be such students.

language minority student. California. K-12 student whose parents have answered one of three questions about language learning and use with a language other than English. May be an English learner (LEP or EL) or may be fluent (FEP). Could also be English-only, if only question #1 is answered with a language other than English (“what language did this child first learn when s/he began to speak?”).

The complexity of the relationships might look like this:



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Background Knowledge

Albanians

Albania is Shqipëri, and the Albanian language is Shqip. Within the year, 20,000 Albanians will be in the US as refugees, and schools will need to learn how to pronounce their names, to understand their backgrounds (priorities, choices), language, and world view (most are Muslim, with smaller numbers of Orthodox and Catholic). There is an existing infrastructure for Albanian-Americans; one link is through the website for The Frosina Information Network, an Albanian immigrant and cultural resource center in Boston. It appears that the existing Albanian communities are on the east coast, and on the west coast, in Beverly Hills or Las Vegas.

100 Boylston Street, Suite 930, Boston, MA 02116
(617) 482-2002, fax: (617) 482-0014.
<http://www.frosina.org>

Shqip

There are approximately 4 million speakers of Albanian, or Shqip. About 3 million live in Albania, 1 million in Yugoslavia, and smaller numbers in Kosova, Montenegro, South Serbia, Macedonia, Italy, Greece, and Turkey. There are two distinct dialects—Toskë, spoken in the south, and Gegë, spoken in the north. Albanian is an Indo-European language. Albanian is considered to be the only existing language derived from the extinct Illyrian language. The vocabulary contains many words not to be found in any other Indo-European language. Their language also reveals past associations with others: there has been considerable borrowing from Latin, Greek, Turkish, and the Slavic languages. Albanian adopted the Roman alphabet in 1908. There are 36 graphemes representing 7 vowel and 29 consonant phonemes

Producing information in Shqip

The Albanian language can be typed with any modern computer. It does not use the 'w,' but does use the 'ç' and the 'ë,' available on standard keyboards.

Well-known Albanians
Mother Teresa.
John and Jim Belushi.

Conversational Shqip

There are a couple of cassette tape programs to listen to as you drive to work.

Spoken Albanian, simple listen-and-imitate method, six cassettes.

Speak & Read Essential Albanian I, one of the Pimsleur aural self-instruction program for conversational Albanian. Dr. Ludmilla Buxheli, an Albanian linguist recently engaged in linguistics research at Harvard University, was selected by to write this series. The digital recording was produced at Harvard University. The "Compact" edition (of what will be a full 30-unit Pimsleur course) consists of the first 10 units on 5 audiocassettes. Available at bookstores, or from Frosina Info Network.

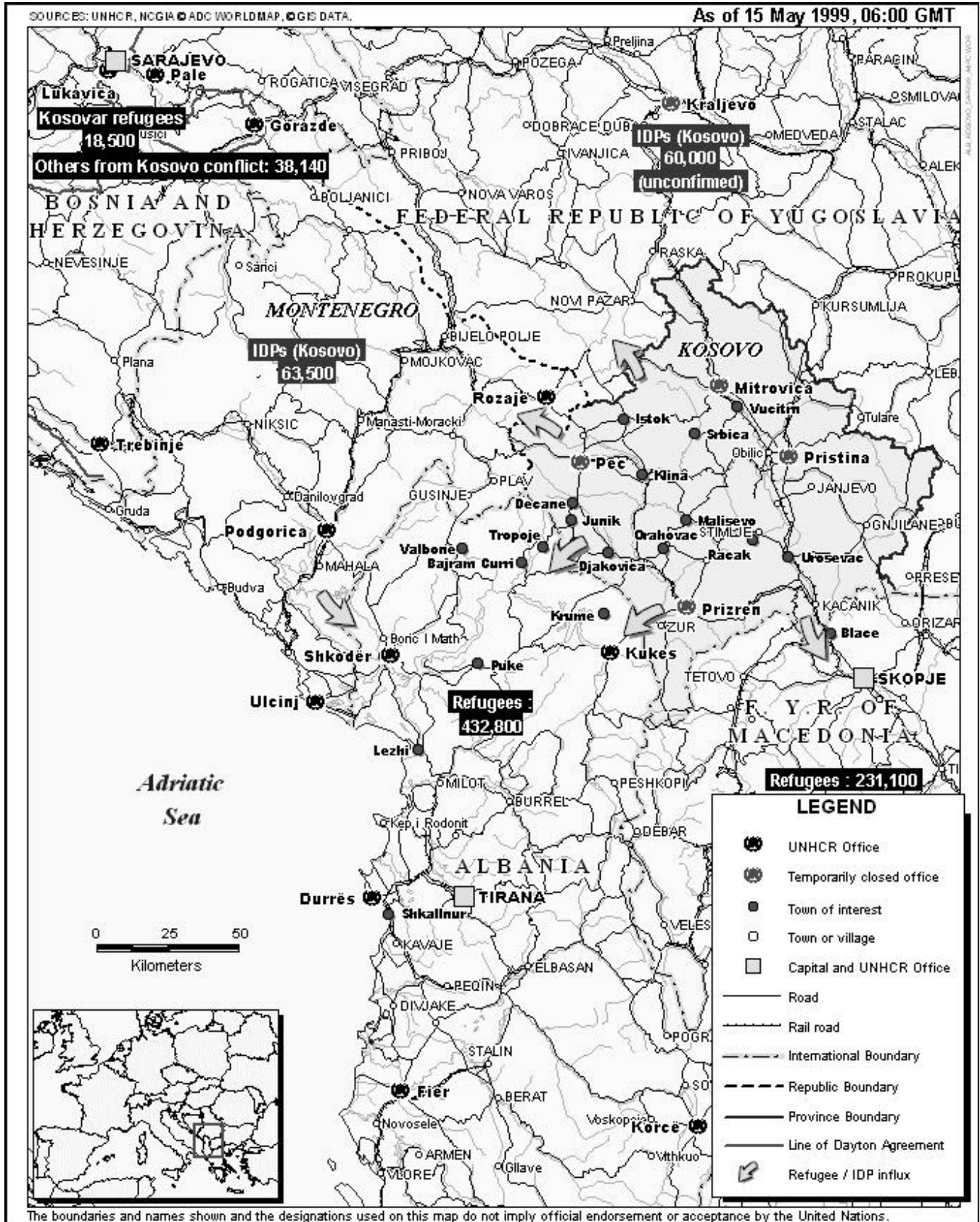
Understanding Shqip

The best way to establish communication with the new Albanian community is to hire members of that community to work in the schools, even if their English is not yet very strong. These new employees and the new students will need dictionaries, listed below:

- *Hippocrene Albanian-English / English-Albanian Practical Dictionary* (Ilo Stefanllari), 9,000 entries, transliteration guide.
- *English-Albanian Comprehensive Dictionary*, 60,000 words, 900 pages.
- *English-Albanian Standard Dictionary*, 441 pages, 20,000 entries
- *Albanian-English Standard Dictionary*, 510 pages, 20,000 entries.
- *Albanian-English / English-Albanian Practical Dictionary*, 400 pages, 18,000 entries.

Immersion

A person learning Albanian will need plenty of immersion in authentic native-spoken language. You can go to BBC World Service on the internet, and with Real Audio, listen



N.B. UNHCR'S CAPACITY TO MONITOR THE SITUATION WITHIN THE FEDERAL REPUBLIC OF YUGOSLAVIA IS LIMITED, OWING TO THE TEMPORARY RELOCATION OF ITS STAFF. THE FIGURES REPORTED ON THIS MAP HAVE TO BE CONSIDERED AS ESTIMATES.



continued

to the news in Albanian 24 hours a day. This connection will also be a valuable link for Albanians in new communities, most likely accessible via the schools or public libraries.

Alphabet

a b ç d dh e ë f g gj h i j k l ll m n nj o p q r rr s sh t th u v x xh y z zh

Albanian phonemes			
a	father	q	ch air
e	set	h	her
i	machine	l	alien
ë	term	ll	all
o	oak	m	m an
u	loom	n	n ow
y	German Fuhrer	nj	uni on
d	Denver	r	roar
t	two	rr	Spanish
b	Boston		burr o
p	pencil	s	see
f	free	sh	she
v	value	dh	they
g	go	th	three
k	king	j	year
gj	dodge	c	curtsy
xh	jester	x	adz e
ç	ch urch	z	z one

Albanian Surnames

Ahmetaj	Gacaferi	Maxhuni	Sadiraj
Albrup	Gjokaj	Mripa	Tahiri
Bajraktari	Hajdaraga	Muslimi	Tatari
Bajrami	Hassan	Naçi	Thaci
Berishaj	Isufaj	Oseku	Tzeka
Cacaj	Kapllani	Paloka	Useni
Ciftja	Koçi	Pllana	Varoshi
Culaj	Krasniqi	Prela	Vllasi
Daci	Kutishi	Qosja	Xhaferi
Dreshaj	Lucca	Reufi	Ymeri
Elezi	Maxharraj	Rrustemi	Zogu

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This issue of *Context* presents current information from the Emergency Immigrant Education Program (EIEP), the Immigration and Naturalization Service (INS), and the US Committee for Refugees (reporting data from the US State Department and the Bureau of Population, Refugees, and Migration). Data from the California's annual language census will be in the last issue of volume 19, September 1999.

Conclusions from the data:

- immigration to the US is down about 13%;
- only about half the immigrants are new arrivals;
- refugee-producing regions have shifted from Southeast Asia to Eastern Europe and the Former Soviet Union;
- refugees from Africato the US will increase next year;
- most immigrants come to join family;
- the number of recent (3-year) newcomers to California's schools, no matter what their classification, has decreased by about 16% over two years;
- the number of newcomers in Sacramento County has increased 7% over the past two years;
- most of California's newcomers are concentrated in about a third of California's counties and districts;
- about 75% of the recent newcomers are in districts that enroll more than 500 eligible students or in which the number of students is greater than 3% of enrollment.
- there have been dramatic shifts in recent newcomer populations between districts in Sacramento County.
- the language and acculturation needs vary widely between groups.

Language Materials Database

The University of California-Los Angeles has established the Language Materials Project (LMP) Database. The database focuses on languages with fewer available resource in the United States. Presently, the database includes 40 languages and over the next two years, an additional 60 languages will be added. Each material entry is annotated with comprehensive content and contact information. The database also includes information on the languages and language groups.

Examples of languages which are currently on the database include Arabic, Armenian, Azerbaijani, Kazakh, Lithuanian, Mandarin Chinese, Punjabi, Swahili, Thai, Ukrainian, and Vietnamese. Some of the languages scheduled for inclusion over the coming year are Albanian, Burmese, Danish, Gujarati, Hakka Chinese, Hebrew, Hindi, Moldovan, Punjabi, Russian, Tagalog, Tigrinya, and Urdu.

Contact information: 10920 Wilshire Blvd., Ste 825, Los Angeles, CA 90024,
(310) 794-3967, FAX (310) 794-3969,
lmp@isop.ucla.edu
www.lmp.ucla.edu

New at California Tomorrow

The California Tomorrow Organization has initiated a series of studies, handbooks, and other publications called the *Equity-Centered Reform Series*.

These publications are a spin-off from a four-year ethnographic study of high schools in California with significant immigrant and other minority student enrollments. One of the publications is entitled *Igniting Changes for Immigrant Students: Portrait of Three High Schools*. Chapters address school changes based on principles for equity, case studies of each school, and lessons learned from the project.

Contact information: 436 14th Street, Suite 820, Oakland, CA 94612
(510) 496-0220, FAX (510) 496-0225.
www.californiatomorrow.org

Pacific Resources for Education and Learning Center

Even though students from Saipan, the Northern Mariana Islands, American Samoa, and Guam are not eligible for participation in the Emergency Immigrant Education Program (EIEP) because they come from U.S. Trust Territories, these pupils do share many characteristics with other immigrant pupils.

The Pacific Resources for Education and Learning Center (PREL) is a regional educational laboratory and comprehensive service center that assists schools and districts with their Pacific Islander students. The center also has resources for students from Micronesia, who do qualify for participation in EIEP.

Contact information: Ali'i Place, 25th Fl., 1099 Alakea St., Honolulu, Hawai'i 96813, (808) 441-1385,
askprel@prel.org
www.prel.org

Rethinking Schools LTD

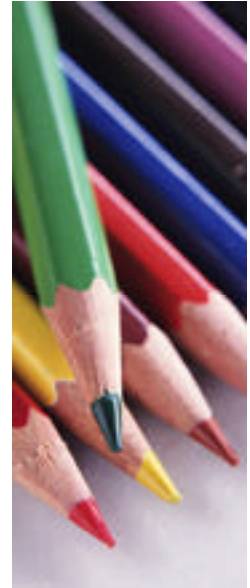
Rethinking Schools is a non-profit organization that produces a quarterly journal by the same name, as well as a number of teacher resource documents on subjects of school reform, equity, and social justice. To request a free catalog, contact:

1001 East Keefe Avenue,
Milwaukee, WI 53212-9805
(800) 669-4192, FAX (414) 964-7220

Center for Applied Linguistics

The Center for Applied Linguistics (CAL) provides a gateway to information of interest to educators of immigrant students. They provide publications that include scholarly papers, parent handbooks, teacher guides, and student resource materials, and reliable, up-to-date links to related materials and sites.

Contact information: 4646 40th Street N.W., Washington, D.C. 20016-1859,
(202) 362-0700, FAX (202) 362-3740,
www.ca.org



Resources



continued

Standards and Assessment Info

There is a tremendous amount of information on educational standards and assessment on the Web. The Shasta County Office of Education has published a list of interesting web sites. Some of those that may be of special interest to educators working in programs for immigrant students are:

www.aft.org/wesand.htm

Developed by the American Federation of Teachers, contains international assessment items.

cresst96.cse.ucla.edu/index.htm

is sponsored by the National Center for Research on Evaluation, Standards and Student Testing, funded by the US Department of Education.

nces.ed.gov/NAEP

A presentation of the standards associated with the National Assessment of Educational Progress (NAEP).

nces.ed.gov

Sponsored by the National Center for Education Statistics (NCES), contains information on student performance and other demographic data, including information on TIMSS (Third International Mathematics and Science Study).

Contact information: Judy Welcome, Shasta County Office of Education, (530) 225-0242, jwelcome@coe.shastalink.k12.ca.us

Two-Way Bilingual Immersion Summer Conference

The 7th Annual Two-Way Bilingual Immersion Summer Conference is scheduled July 5-8, 1999 at the Monterey Doubletree Inn and the Monterey Convention Center in Monterey, California.

For additional information and registration forms, contact Marcia Vargas, Conference Co-Chair, (562) 985-5809 or (909) 985-8220, mkvargas@aol.com

New at NCBE

The National Clearinghouse for Bilingual Education (NCBE) has now published a di-

rectory of all Title VII grantees for 1998. The directory is organized by state/territory and includes program type and contact information.

Schools that are serving language minority students from a particular language group or at a particular grade level for the first time will find the directory useful to identify other schools with similar populations. Schools that are considering a particular program model or intervention can also use the directory to identify sites for visitation.

NCBE, which is funded by the US Department of Education, has a web site and also offers an electronic newsletter. For more information go to www.ncbe.gwu.edu.

Spanish Language Online Magazine

De Par En Par is a Spanish language online magazine published by the Spanish Consulate's Office of Education. The quarterly magazine features classroom activities and accompanying materials for grades K-8. *De Par en Par* is disseminated at no cost to educators.

Contact www.spainembdu.org.

New Publication at CREDE

The Center for Research on Education, Diversity & Excellence (CREDE) has recently published *The Effects of Instructional Conversation and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students* by William Saunders and Claude Goldenberg.

Contact information: CREDE, University of California-Santa Cruz, College Eight, Room 201, 1156 High Street, Santa Cruz, CA 95064, (831) 459-3500, crede@cats.ucsc.edu

Conference on Heritage Languages in America

The Center for Applied Linguistics (CAL) and the National Foreign Language Center (NFLC) have joined with California State University-Long Beach to sponsor a conference on Heritage Languages in America,

October 14-16, 1999 at the Westin Hotel in Long Beach, California. The conference is part of the national Heritage Language Initiative and has two major goals:

- to share knowledge and resources to help those working with heritage language learners; and
- to establish structures for maintaining a dialogue within and among groups.

For further information on the conference and the initiative, visit the CAL Web site at www.cal.org or the NFLC Web site at www.nflc.org. For specific questions regarding the conference, contact Joy Peyton at CAL (joy@cal.org).

Multicultural Health Book

Promoting Health in Multicultural Populations: A Handbook for Practitioners is a new resource from Sage Publications that discusses cross-cultural concepts of health and disease, and approaches to multicultural health promotion. It includes chapters on African American, American Indian/Alaska Native, Asian American/Pacific Islander and Hispanic/Latino populations. Specific issues include population characteristics, practical guidelines (including intervention considerations and other tips), and case studies. The book ends with a discussion of a cultural assessment framework, and a view toward the future of multicultural health promotion.

Contact: Sage Publications: 2455 Teller Road, Thousand Oaks, CA 91320. email: order@sagepub.com
URL: <http://www.sagepub.com>

America Reads

The *America Reads Resource Kit*, now available online, includes:

- A fact sheet on American children's reading performance
- A fact sheet on the new Reading Excellence Program
- Background information on the America Reads Challenge
- "Checkpoints for Progress" for teach-

ers and parents

- Information on how to form a community coalition and recruit volunteers
- Links to research on literacy, including the recently released report, "Preventing Reading Difficulties in Young Children"
- Tip sheets for serving children most in need of help

The URL for the kit is:
<http://www.ed.gov/inits/americanreads/resourcekit/>

Cultural Diversity & Special Ed

The second edition of "Exceptional Children and Youth" (1999) is now available from Houghton Mifflin. The text covers issues of assimilation and acculturation, minority and ethnic group status, bilingual education, and English as a Second Language as they relate to the education of exceptional children.

<http://www.hmco.com/college/education/station/interior.html>

Starting Out Right Reading Guide

The National Research Council, sponsors of the study "Preventing Reading Difficulties in Young Children," have published a book of recommendations on helping all children become effective readers. The book contains discussion and activities for preschool through third grade, a list of recommended children's books, a guide to computer software, and a list of Internet resources.

Contact: NAP (800) 624-6242/(202) 334-3313,
www.nap.edu.

Cultural studies, Sacramento

Contact Maggie Deleon, International Studies Program at Sacramento, for information on a couple of institutes: World Religions Survey: A Course for K-12 Teachers (September 16 to November 18, 1999, Thursdays); and Finding Common Ground: Living with our Deepest Differences (July 19-23, 1999). (916) 278-4964, deleonm@csus.edu.



continued



EIEP

EMERGENCY
IMMIGRANT
EDUCATION
PROGRAM

EIEP NEWS: FY 1999-2000

Traditionally, the U.S. Department of Education announces FY funding levels around the first of the July of each year. As soon as EIEP staff at the California Department of Education (CDE) receives official notification of funding, an announcement will be sent to all participating local educational agencies (LEAs). In that mailing, LEAs will also receive instructions regarding submission of EIEP planning documents (proposed activities, budget expenditures, and evaluation plan). These documents must be completed and submitted to the CDE on or before October 1, 1999 as a prerequisite to receiving a grant award notification for FY 1999-2000. However, school districts and county offices of education may begin submission of the planning documents as early as July 1999. In most cases, LEAs will receive a grant award notification within two weeks of receipt and approval of planning documents. An early completion of the planning process will provide the opportunity for LEAs to initiate EIEP expenditures earlier in the year.

Although planning documents will not be mailed to LEAs until early July, these documents and corresponding instructions can be found on the EIEP web page at: www.cde.ca.gov/cilbranch/bien/eiep

EIEP Data Collection and Performance Report

One of the three primary purposes of EIEP is to ensure that immigrant pupils meet the same challenging state performance standards expected of all students. In the past, LEAs were advised to establish an EIEP database that consists of at least two data elements: the student's place of birth (US v. / Non-US), and the date of initial enrollment of the student in a school in the US. Without this documentation, LEAs are vulnerable to audit exceptions regarding the statutory requirement to properly identify eligible immigrant pupils.

Beginning with the 1999 application workshops conducted by CDE staff, LEAs were advised to link these data elements with the

database(s) used to report student performance in the Consolidated Application (Part II) submitted on November 1 of each year. In that report, LEAs indicate the number and percent of students who meet grade level standards in Language Arts, Mathematics, and English Language Development using locally-selected multiple measures of academic performance. In the Consolidated Application, data are disaggregated for English Learners, Former English Learners, and Title I students but not immigrant pupils.

Beginning with the FY 198-99 EIEP final fiscal and performance report, LEAs will be given the option to disaggregate and report the number of immigrant pupils who meet or surpass grade level standards. The final performance report is due on December 1, 1999.

Preliminary advice, instructions, and examples regarding the final performance report were provided to LEAs in January of 1999 as part of the application workshop materials packet. Additional information on this topic will be provided in the July 1999 mailing and is also available at the EIEP web site.

While standards-based accountability reporting is optional for the 1998-99 final performance report, in 1999-2000 all LEAs will be required to submit these data or an equivalent evaluation report which provides data indicating the extent to which immigrant pupils are adjusting to American society and meeting grade level standards expected of all students.

Three recent publications may be of interest to LEA personnel responsible for data collection and analysis. While the two publications focus on issues surrounding language minority populations, most of the suggestions and implications apply to immigrant pupils as well. First, the Southern California Comprehensive Assistance Center in cooperation with the Los Angeles County Office of Education has developed a handbook entitled *Data Collection and Program Improvement for English Learners* which

¹ This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Sacramento, CA.

contains information helpful to LEA directors of EIEP. For more information on this publication contact the Center at (562) 922-6343 or FAX (562) 940-1798.

The other two publications, entitled *Data Collection and Program Improvement for English Learners* and *Opening the Door to Data and Inquiry*, are from the California Tomorrow Organization (See “New at California Tomorrow” in this issue).

For additional information on EIEP student data and performance reports, contact David Dolson, EIEP Coordinator, CDE, at (916) 654-3883, ddolson@cde.ca.gov.

The Case for Enrolling Immigrant Pupils in Two-Way Bilingual Immersion Education

In the last issue of *Context* (Vol. 19, No. 135, February/March 1999), we presented an article entitled *Identifying Effective Instructional Interventions for Immigrant Student Populations*. That article described the research rationale used to identify programs for immigrant students that accelerate and intensify scholastic outcomes for this group of students. One of the programs identified as meeting the research standard was two-way bilingual immersion education. In this issue, we describe this instructional intervention and attempt to explain why bilingual immersion seems to have such positive results with immigrant student populations.

Two-way programs combine the features of full bilingual education for language minority students and early total immersion education for English-speaking pupils. For the immigrant student (of a non-English background), academic instruction is initially presented primarily through their home language; they also receive English language development designed for second language learners. The students are gradually introduced to increasing amounts of academic content instruction through the medium of English. For English speakers, academic instruction is introduced in the target second language in an immersion (sheltered) instructional format. The monolingual

Anglophone pupils also receive some portion of their content instruction, often language arts, through the mother tongue.

For all participants of two-way programs, the amount of first and second language instruction depends on the model employed. Some programs begin with a 90/10 percent ratio; this means that 90 percent of the instruction is in the minority language and 10 percent is in English. The ratio of the use of the two languages changes until about the fourth year of instruction when both languages are employed approximately 50 percent of the time. Other models begin instruction at a 50 percent ratio and maintain this level of language use throughout the grade levels.

The operational definition of two-way programs encompasses four critical features:

- (1) the program involves some form of dual language instruction where the minority language of the immigrant pupils is used for a significant portion of the students' academic instructional day;
- (2) the program involves substantial periods of instruction time during which only one language is used as the medium of instruction;
- (3) pupil participants represent balanced numbers of immigrant (minority language speakers) and mainstream (English speaker) students; and
- (4) these students are integrated for most content instruction.

The major goals of bilingual immersion are that students will develop high levels of proficiency (including literacy skills) in both the minority and English languages, will eventually perform at or above grade level as measured in both languages, and will experience high levels of psychosocial competence and positive cross-cultural attitudes and skills.

While bilingual immersion programs are based on sound pedagogical principles, they are also designed in ways that are congruent with the sociolinguistic reality that in the



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United States immigrant pupils as a group tend to lose mother tongue proficiency as they progress through the regular school program—generally they do not develop grade level literacy skills in their primary language without formal schooling and (2) English speaking pupils invariably never develop higher levels of second language fluency in regular foreign language programs.

A number of research and evaluation studies have suggested that two-way programs are particularly effective in eventually allowing immigrant pupils to reach grade level academic and language standards to the same extent and in the same proportion as mainstream pupils. The reasons for this interactive effect may be related to the educational conditions associated with the establishment of two-way programs such as:

- Participation in a challenging core curriculum (first in the minority language and later in English) where the focus is on grade level academic performance;
- The experience of additive bilingual development in which the minority language is seen as a resource for further academic and social development;
- The avoidance of a subtractive bilingual environment where students might lose mother tongue proficiency at a rate faster than they acquire corresponding levels of academic English proficiency;
- The advantage of normal literacy and academic development contrasted with the pattern of interrupted or delayed (compensatory) development in most monolingual and transitional bilingual programs;
- The attention given to maintaining a healthy identity with the heritage (minority) group as well as the development of a positive identity with the mainstream (majority) group;
- Parents are able to assist their children with school work and participate in

school activities through the medium of their more proficient language;

- En route assessments are linked to the language used as a medium of instruction for each particular subject matter area or course of study. Eventually examinations are conducted separately in both languages and results are judged according to native speaker standards;
- Since the programs place emphasis on authentic integration of minority and majority group students, mainstream English speakers tend to develop higher levels of respect for and identity with the minority group participants. This means that the immigrant students not only experience a reduced amount of bias and prejudice at school but they are heartened by the fact that many of their Anglophone counterparts become their allies in the struggle for social justice;
- The fact that the mainstream students (and their families) consider the acquisition of the minority language and cultural attributes as educational, career, and social advantages raises the status of the minority language and culture in the eyes of the immigrant students and their families.

Few programs for immigrant students have shown as impressive and consistent results as two-way bilingual immersion education. What is especially exciting about two-way programs is that both language minority as well as mainstream English-speaking pupils experience the positive scholastic and psychosocial benefits. Two-way bilingual immersion models hold out the potential for educators to develop both the intellect and social intelligence of our future generations.

For more information on two-way bilingual immersion education obtain a copy of the annotated *Directory of Two-Way Bilingual Immersion Program in the U.S.*, available from the Center for Applied Linguistics (See Center for Applied Linguistics in the resource section of this volume). For an annotated listing of 105 programs in California,

contact Judy Lambert, Consultant, Language Policy and Leadership Office at the California Department of Education. Tel. 657-2566 or jlambert@cde.ca.gov.

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1999 EIEP Census

During the month of February 1999, public and private schools in California that participate in the Emergency Immigrant Education Program (Improving America's School Act, Title VII, Part C) collectively reported the number of eligible immigrant pupils enrolled in their institutions. The census of immigrant students is conducted as part of the requirements for these local educational agencies (LEAs and county offices of education) to receive federal funding.

The data contained in these reports represent newcomer immigrant students who meet the eligibility requirements for participation in EIEP: pupils who were born outside of the U.S. and its territories, and who have been enrolled in kindergarten through grade 12 for less than three full academic years in any U.S. school. In addition, these data represent only those LEAs which qualify for EIEP funding: those that have an enrollment of eligible immigrant pupils that number at least 500 or that represent at least 3% of the LEA's total enrollment. For the 1999-2000 school year, 347 California LEAs (of about 1,000) have qualified for participation.

Not included in these totals are immigrant students who have been in U.S. schools for more than three academic years, immigrant pupils enrolled in LEAs which do not meet the participation requirements of EIEP, and students from Saipan, Mariana Islands, Guam, Marshall Islands, Samoa, Puerto Rico, or other U.S. territories.

Emergency Immigrant Education, 1997-99

CA county	Mar-97	Mar-99	% change
Alameda	8,805	9,581	9%
Butte	133	90	-32%
Colusa	256	280	9%
Contra Costa	3,859	3,787	-2%
El Dorado	299	173	-42%
Fresno	7,847	4,879	-38%
Glenn	260	151	-42%
Humboldt	18	27	50%
Imperial	1,727	1,529	-11%
Inyo	103	14	-86%
Kern	3,329	3,286	-1%
Kings	243	264	9%
Los Angeles	85,533	68,064	-20%
Madera	1,169	921	-21%
Marin	580	392	-32%
Mendocino	460	361	-22%
Merced	3,050	2,254	-26%
Modoc	83	n/a	
Mono	59	43	-27%
Monterey	4,055	3,256	-20%
Napa	650	787	21%
Orange	24,388	18,972	-22%
Placer	149	n/a	
Riverside	6,789	5,374	-21%
Sacramento	6,192	6,636	7%
San Benito	79	17	-78%
San Bernardino	9,099	7,164	-21%
San Diego	17,165	14,085	-18%
San Francisco	4,729	5,566	18%
San Joaquin	3,027	2,186	-28%
San Luis Obispo	208	184	-12%
San Mateo	4,875	4,034	-17%
Santa Barbara	3,016	2,265	-25%
Santa Clara	13,818	14,537	5%
Santa Cruz	1,881	1,405	-25%
Solano	1,861	1,234	-34%
Sonoma	1,952	1,457	-25%
Stanislaus	1,695	1,628	-4%
Sutter	902	597	-34%
Tehama	32	108	238%
Tulare	4,227	3,691	-13%
Ventura	5,119	3,881	-24%
Yolo	895	1,334	49%
Yuba	353	n/a	
California	234,969	196,494	-16%

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