

# Context:

Newcomers in California's classrooms  
 Volume 20, No. 141, April/May, 2000

## Newcomers 2000

Twenty years ago, Duc stood uncertainly in line on the blacktop at Williamson Elementary School in Rancho Cordova, wearing a woman's polyester shirt, a pair of pajama bottoms, and flip-flops. Duc had never held a pencil and his sixth grade teacher found his presence in class incomprehensible.

While Duc's eventual outcome is not known, there were several hundred other similar children who arrived in the schools over the next three years, and the outcomes of some of them are known. There are several of the families—formerly fishermen who had never attended

school—who now operate successful restaurants, markets, service businesses of various sorts. At least one of the children is now an eye doctor.

Only two of the original families still live in the area. The others have moved to a part of town that now has Asian businesses or to new housing developments where several families can all live together in the same neighborhood. Since then, another group of refugees has come to Williamson and the district's other schools.

Beginning in 1989, religious refugees from the former Soviet Union arrived. These children

### 1 • Newcomers 2000

Graphs & charts on immigrants to the US

### 3 • Refugees

### 4 • Illegal aliens

### 5 • EIEP data for CA, 2000

### 7 • Teacher & Student Resources, Research, Essay Topics (Immigration)

### 11 • Activity

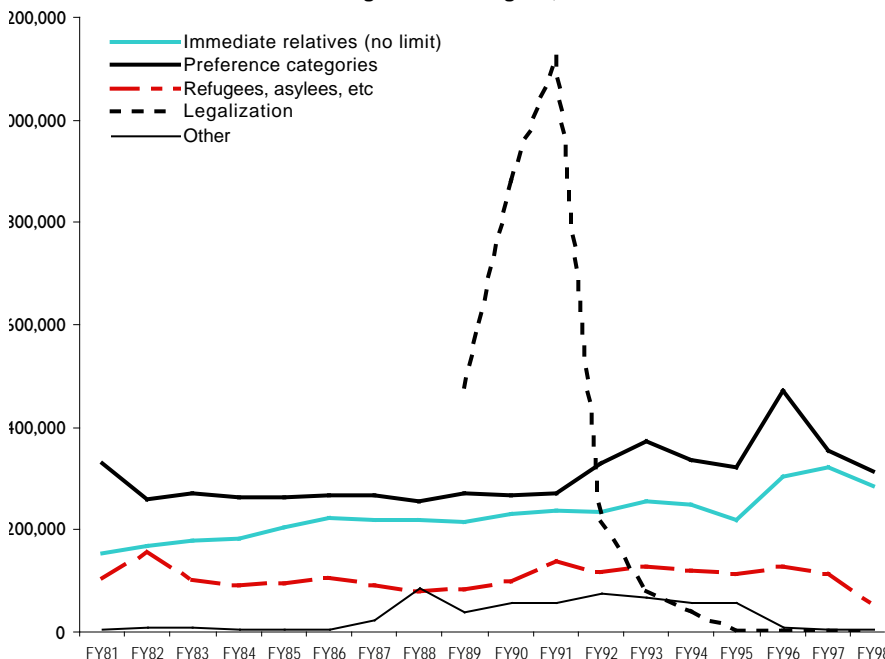
### 12 • Resources

### 15 • EIEP News

### 16 • EIEP Immigrant Voices

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Immigrants & Refugees, FY 81-98

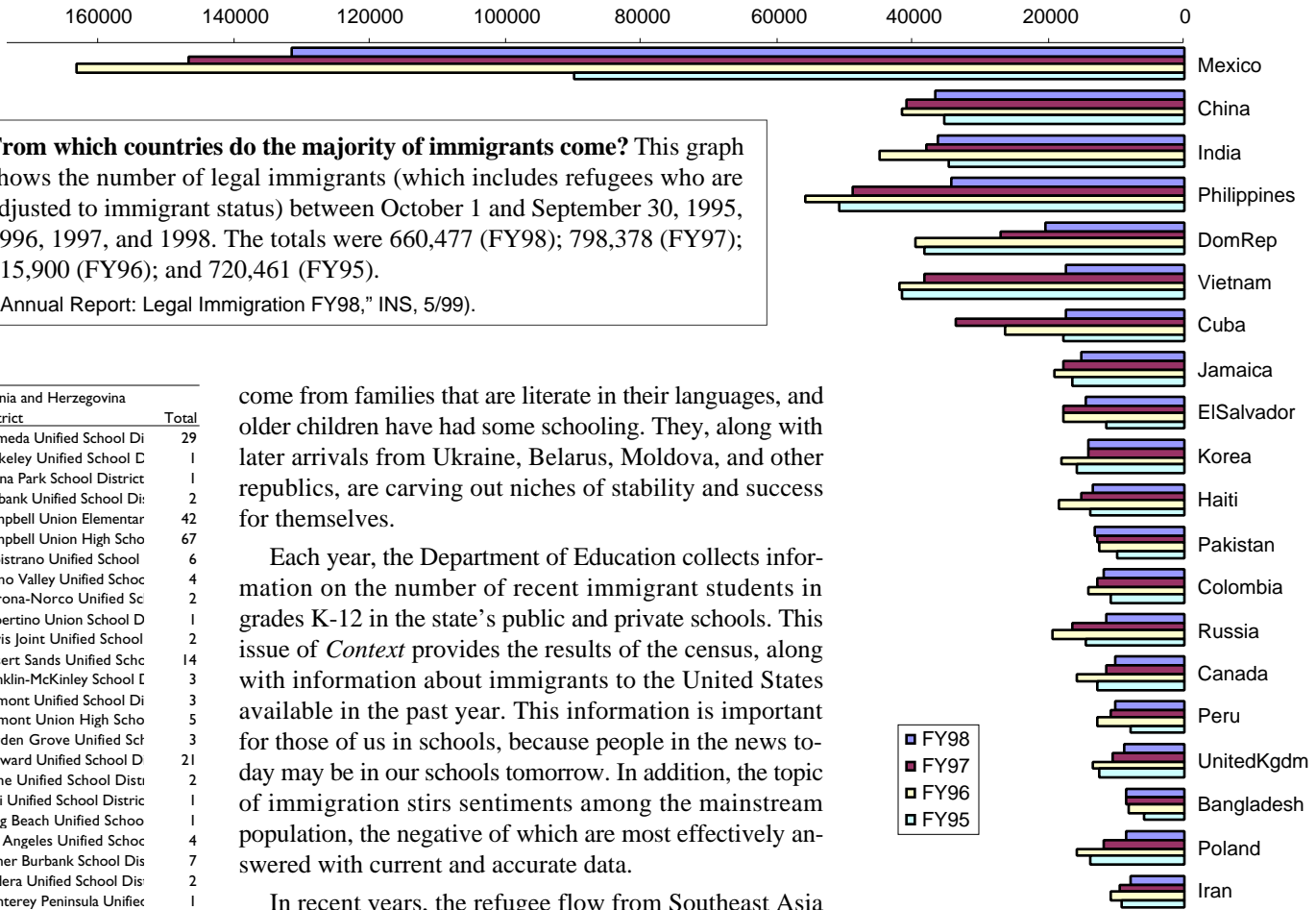


This graph shows the numbers of legal immigrants to the US over an 18-year period. For FY98, 54% were new arrivals and 46% were adjustments of status for persons already in the US; this proportion was similar for the years 95 to 97. In FY98, 72% were immediate relatives and family preferences, 19% were employment and diversity preferences, and 9% were adjustments of status for refugees and asylees and entry of Amerasians and parolees. The dotted line represents 2.8 million illegal aliens who have gained legal status under the Immigration and Reform Control Act.

(Sources: "Annual Report, Legal Immigration FY 1998," INS, May 1999, and Congressional Research Service Report for Congress, "Immigration: Reasons for Growth, 1981-95," 2/12/97.)

### Immigrant-sending Countries, Top 20, FY95-98

("other"—not shown—represents about 1/3 of total)



**From which countries do the majority of immigrants come?** This graph shows the number of legal immigrants (which includes refugees who are adjusted to immigrant status) between October 1 and September 30, 1995, 1996, 1997, and 1998. The totals were 660,477 (FY98); 798,378 (FY97); 915,900 (FY96); and 720,461 (FY95). ("Annual Report: Legal Immigration FY98," INS, 5/99).

District	Total
Bosnia and Herzegovina	
Alameda Unified School Di	29
Berkeley Unified School C	1
Buena Park School District	1
Burbank Unified School Di:	2
Campbell Union Elementar	42
Campbell Union High Scho	67
Capistrano Unified School	6
Chino Valley Unified Schoc	4
Corona-Norco Unified Sc	2
Cupertino Union School D	1
Davis Joint Unified School	2
Desert Sands Unified Schc	14
Franklin-McKinley School I	3
Fremont Unified School Di	3
Fremont Union High Scho	5
Garden Grove Unified Sch	3
Hayward Unified School D	21
Irvine Unified School Dist	2
Lodi Unified School Distric	1
Long Beach Unified Schoo	1
Los Angeles Unified Schoc	4
Luther Burbank School Dis	7
Madera Unified School Dis	2
Monterey Peninsula Unifec	1
Moreland School District	36
Mt. Diablo Unified School I	2
Newark Unified School Di:	2
Newport-Mesa Unified Sch	8
Oakland Unified School Di:	118
Orange Unified School Dis	1
Palm Springs Unified Schoc	2
Pasadena Unified School D	7
Redwood City School Dist	4
Sacramento City Unified S	22
Saddleback Valley Unified S	2
San Bernardino City Unifec	2
San Francisco Unified Schc	44
San Jose Unified School D	16
San Juan Unified School Di:	9
San Leandro Unified Schoo	5
San Lorenzo Unified Schor	5
San Mateo Union High Sch	1
Santa Barbara High School	1
Santa Clara Unified School	45
Sunnyvale School District	4
Torrance Unified School I	1
Tustin Unified School Dist	1
Walnut Creek School Dist	11
West Covina Unified Schc	1
Grand Total	574

come from families that are literate in their languages, and older children have had some schooling. They, along with later arrivals from Ukraine, Belarus, Moldova, and other republics, are carving out niches of stability and success for themselves.

Each year, the Department of Education collects information on the number of recent immigrant students in grades K-12 in the state's public and private schools. This issue of *Context* provides the results of the census, along with information about immigrants to the United States available in the past year. This information is important for those of us in schools, because people in the news today may be in our schools tomorrow. In addition, the topic of immigration stirs sentiments among the mainstream population, the negative of which are most effectively answered with current and accurate data.

In recent years, the refugee flow from Southeast Asia has slowed to a residual trickle, and the numbers from the former Soviet Union have been redirected towards the former Yugoslavia. In the near future, this trend will continue, along with an increase in refugees from Africa. Have any districts in California received children from any of these newest waves of refugees?

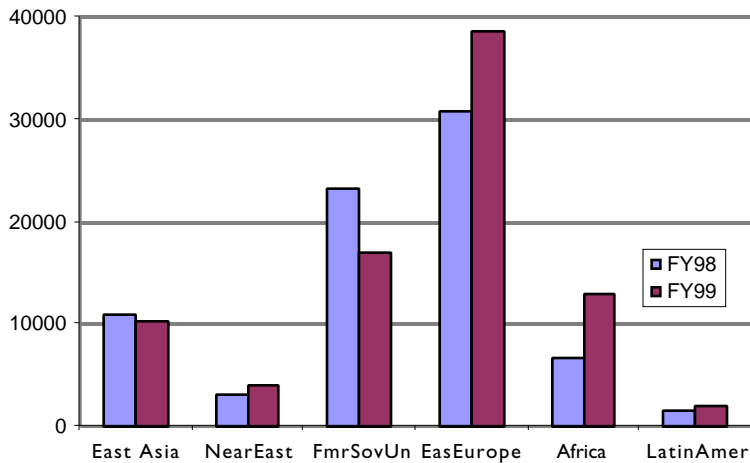
The table on the sidebar shows the districts in which the 574 students from Bosnia and Herzegovina are enrolled. The majority, 118, are attending Oakland's schools, followed closely by Campbell's districts, Santa Clara, San Francisco, and Moreland districts. For these schools, information about the situation in Bosnia and the backgrounds of the students is of critical importance, and needs to be available immediately to teachers.

Duc's teachers twenty years ago would have been able to much more quickly understand his needs if they had been able to communicate with others who were dealing with similar students. To facilitate this, *Context* staff can help you out. If you have a student from a country and you want to communicate with people in other districts who have students from the same country, contact us (see address on back). We'll run you a crosstab from the database and fax it to you. In the future, this search capacity will hopefully be available online.

**In which states do most immigrants make their new homes?** One of every four immigrants comes to California ("Annual Report: Legal Immigration FY98," INS, 5/99).

FY98 Immigrants	
State	%Total
CA	25.8
NY	14.6
FL	9.1
TX	6.7
NJ	5.3
IL	5.0
WA	2.6
MA	2.4
VA	2.4
MD	2.4
MI	2.1
PA	1.8
GA	1.6
CT	1.2
OH	1.2
MN	1.1
CO	1.0
AZ	0.9
NV	0.9
Other	11.1

Refugees Admitted to US, FY 98-99



**How many refugees come to the United States?** Each year Congress sets a ceiling for refugees, and determines which groups meet the definition of refugee; in addition, agencies may determine individual cases to be refugees, based on circumstances. The numbers of refugee admissions are set and reported separately from the number of refugees who are adjusted to permanent resident status after one year in the US. The number from Southeast Asia is the lowest since the end of the Vietnam War, and the numbers from Africa are the highest ever. About half the slots formerly used by religious refugees from the former Soviet Union have been shifted to the Bosnian refugees. The US has admitted 1.6 million refugees over the last 15 years, which represents 13% of the total immigrant admissions during that period.

The priorities for FY 2000 are:

**PRIORITY ONE:** Persons facing compelling security concerns in countries of first asylum; persons in need of legal protection because of the danger of refoulement; those in danger due to threats of armed attack in areas where they are located; persons who have experienced persecution because of their political, religious, or human rights activities; women-at-risk; victims of torture or violence; physically or mentally disabled persons; persons in urgent need of medical attention not available in the first asylum country; and persons for whom other durable solutions are not feasible and whose status in the place of asylum does not present a satisfactory long-term solution.

**PRIORITY TWO: Africa.** Persons belonging to US-identified refugee groups. Groups are selected based on their individual circumstances.

**Bosnia.** Former detainees who were held on account of ethnicity, religion, or political opinion; persons in ethnically mixed marriages; victims of torture or systematic and significant acts of violence against members of targeted ethnic groups by authorities in areas under their control; surviving spouses of civilians who would have been eligible under these criteria if their spouses had not died in detention or been killed as a result of torture or violence.

**Burma.** Certain members of ethnic minorities who have actively and persistently worked for political autonomy; certain political activists engaged in the pro-democracy movement.

**Cuba.** Former political prisoners, members of persecuted religious minori-

ties, human rights activists, forced-labor conscripts, persons deprived of their professional credentials or subjected to other disproportionately harsh or discriminatory treatment resulting from their perceived or actual political or religious beliefs or activities, dissidents, and other persons of compelling concern to the United States.

**Iran.** Members of Iranian religious minorities.

**Former Soviet Union.** Jews, Evangelical Christians, and certain members of the Ukrainian Catholic or Orthodox Churches. Preference among these groups is accorded to those with close family in the United States.

**Vietnam.** Former reeducation camp detainees who spent more than three years in detention camps subsequent to April 1975 because of pre-1975 association with the US government or the former South Vietnamese government; certain former US government employees and other specified individuals or groups of concern; persons who returned from first-asylum camps on or after October 1, 1995 who qualify for consideration under the Resettlement Opportunities for Vietnamese Returnees (ROVR) criteria, residual Orderly Departure Program (ODP) cases registered and determined eligible for consideration before the beginning of FY 2000.

**PRIORITY THREE:** Spouses, unmarried children of any age, and parents of persons lawfully admitted to the US as permanent resident aliens, refugees, asylees, conditional residents, and certain parolees; unmarried children at least 21 years of age of US citizens; and parents of US citizens under 21 years of age. (Spouses and unmarried children under 21 years of age of US citizens and the parents of US citizens who have attained the age of 21 are required by regulation to be admitted as immigrants rather than as refugees.)

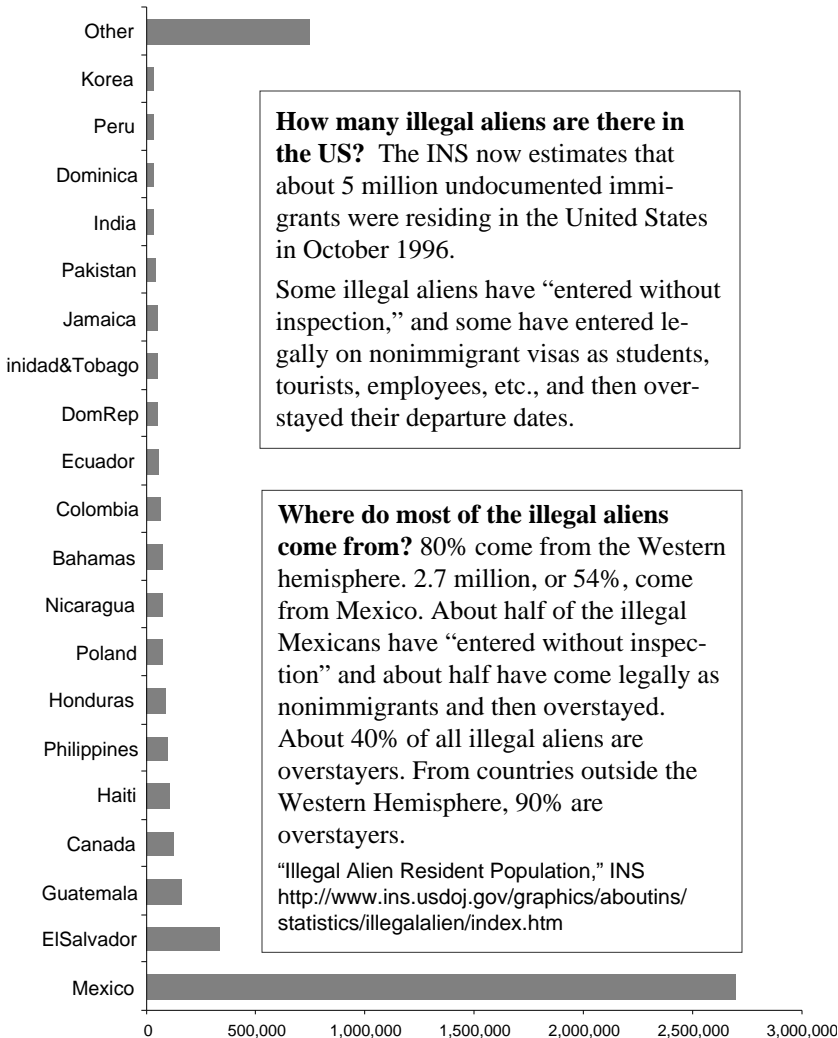
**PRIORITY FOUR:** Grandparents, grandchildren, married sons and daughters, and siblings of US citizens and permanent resident aliens, refugees, asylees, conditional residents, and certain parolees. (Currently not available for any nationality.)

**PRIORITY FIVE:** Uncles, aunts, nieces, nephews, and first cousins of US citizens and permanent resident aliens, refugees, asylees, conditional residents, and certain parolees. (Not available for any nationality in FY 2000.)

U.S. Department of State, Bureau of Population, Refugees, and Migration. Compiled by the U.S. Committee for Refugees. *Refugee Reports*, Vol. 20, No. 12 (1999)

**FY96 Estimated Illegal Alien Population, Countries of Origin**

Source: INS website



**How many illegal aliens are there in the US?** The INS now estimates that about 5 million undocumented immigrants were residing in the United States in October 1996. Some illegal aliens have “entered without inspection,” and some have entered legally on nonimmigrant visas as students, tourists, employees, etc., and then overstayed their departure dates.

**Where do most of the illegal aliens come from?** 80% come from the Western hemisphere. 2.7 million, or 54%, come from Mexico. About half of the illegal Mexicans have “entered without inspection” and about half have come legally as nonimmigrants and then overstayed. About 40% of all illegal aliens are overstayers. From countries outside the Western Hemisphere, 90% are overstayers. “Illegal Alien Resident Population,” INS <http://www.ins.usdoj.gov/graphics/aboutins/statistics/illegalalien/index.htm>

- “Temporary nonimmigrant visas”** include:
- diplomats (A);
  - business (B-1); pleasure or medical treatment (B-2);
  - alien in transit (C);
  - crewman (D);
  - investors (E);
  - exchange visitor (F), foreign student (F-1)
  - representatives to international organizations (G);
  - temporary workers (H);
  - foreign media (I);
  - international exchange visitor (J);
  - fiancé of a US citizen (K);
  - intracompany transfers (L);
  - vocational student (M);
  - persons with extraordinary abilities or skills (O);
  - athletes, artists, entertainers (P);
  - international cultural exchange program participants (Q);
  - informant on terrorism or organized crime (S)

**Where do most illegal aliens live?** California is the leading state of residence, with 2.0 million, or 40 percent of the undocumented population. The 7 states with the largest estimated numbers of undocumented immigrants—California (2.0 million), Texas (700,000), New York (540,000), Florida (350,000), Illinois (290,000), New Jersey (135,000), and Arizona (115,000)—accounted for 83 percent of the total population in October 1996. In the majority of states, undocumented residents comprise less than 1 percent of the population.

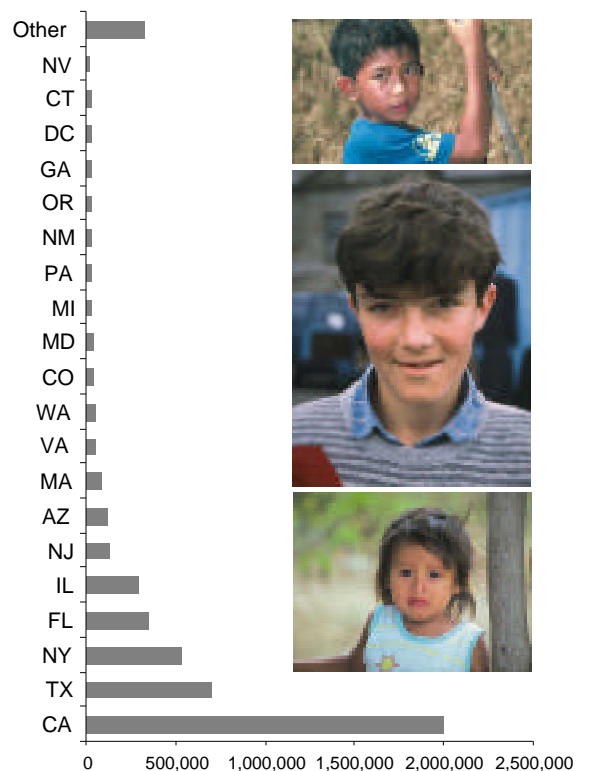
**Who are illegal aliens?** *Illegal aliens* are one of four types of foreign-born people in the US. *Legal immigrants* are those who come to stay permanently in the US; they usually apply to become *naturalized citizens* after a minimum of 5 years living in the US. *Nonimmigrants* are those who are in the US legally for a limited period of time for business, education, tourism, and so on (see “temporary nonimmigrant visas,” below left). *Illegal aliens* are those who are in the US without legal documents.

**Do schools have to enroll illegal aliens?** Yes.

**Do schools have to enroll nonimmigrants** (those here legally but temporarily)? Yes, with the exception of J-1 foreign exchange students, who make application before leaving their countries. For all others, there is no way to determine a person’s legal status without asking for documentation, which is not allowed under a Supreme Court ruling, *Plyler v. Doe* (1982).

**FY96 Estimated Illegal Alien Population, by State**

Source: INS website



**Table 5. Newcomer Immigrant Students by Countries of Origin, March 2000 Compared to March 1999**

Country	Mar-00	Mar-99	%Change
Afghanistan	271	314	-14%
Albania	35	12	192%
Algeria	32	47	-32%
Angola	2	8	-75%
Argentina	353	370	-5%
Armenia	1,849	1,958	-6%
Australia	263	263	0%
Austria	62	78	-21%
Azerbaijan	77	71	8%
Bahrain	13	5	160%
Bangladesh	269	293	-8%
Barbados	6	9	-33%
Belarus	234	239	-2%
Belgium	78	60	30%
Belize	136	131	4%
Bermuda	6	6	0%
Bolivia	122	127	-4%
Bosnia	574	433	33%
Brazil	707	792	-11%
Bulgaria	224	204	10%
Cambodia	452	561	-19%
Cameroon	21	29	-28%
Canada	1,193	1,111	7%
Chad	19	21	-10%
Chile	250	216	16%
China	5,595	5,684	-2%
Colombia	750	592	27%
Congo, Kinsha	14	22	-36%
Costa Rica	203	220	-8%
Croatia	39	102	-62%
Cuba	161	144	12%
Cyprus	11	7	57%
Czech Rep	53	60	-12%
Denmark	71	76	-7%
Dominican Rep	32	58	-45%
Ecuador	329	325	1%
Egypt	426	374	14%
El Salvador	4,981	5,042	-1%
Eritrea	34	30	13%
Estonia	39	43	-9%
Ethiopia	389	384	1%
Fiji	962	893	8%
Finland	69	56	23%
Fmr Soviet Un.	95	31	206%
France	699	724	-3%
Gambia	11	13	-15%
Georgia	52	57	-9%
Germany	1,110	1,241	-11%
Ghana	38	32	19%
Greece	86	87	-1%
Guatemala	3,410	3,564	-4%
Guyana	13	19	-32%
Haiti	40	41	-2%
Honduras	1,378	1,221	13%
Hong Kong	2,607	3,068	-15%
Hungary	83	86	-3%
Iceland	23	30	-23%
India	4,600	4,706	-2%
Indonesia	696	727	-4%
Iran	1,630	1,522	7%
Iraq	368	383	-4%
Ireland	39	49	-20%
Israel	488	565	-14%
Italy	215	237	-9%
Ivory Coast	7	8	-13%
Jamaica	60	71	-15%
Japan	2,590	2,801	-8%

Jordan	183	171	7%
Kazakstan	117	79	48%
Kenya	82	79	4%
Korea, No.	595	116	413%
Korea, So.	6,058	6,339	-4%
Kuwait	66	64	3%
Kyrgyzstan	28	10	180%
Laos	256	471	-46%
Latvia	95	99	-4%
Lebanon	145	149	-3%
Liberia	31	32	-3%
Macau	124	106	17%
Malawi	10	4	150%
Malaysia	190	184	3%
Mexico	108,858	108,638	0%
Micronesia	19	15	27%
Moldova	342	270	27%
Mongolia	26	21	24%
Morocco	36	29	24%
Myanmar	364	301	21%
Nepal	29	26	12%
Netherlands	109	121	-10%
New Zealand	100	99	1%
Nicaragua	750	814	-8%
Nigeria	167	187	-11%
Norway	83	76	9%
Oman	8	10	-20%
Other	253	254	0%
Pakistan	1,149	1,028	12%
Palestine	7	19	-63%
Panama	119	137	-13%
Paraguay	31	33	-6%
Peru	974	988	-1%
Philippines	9,812	10,901	-10%
Poland	124	164	-24%
Portugal	97	114	-15%
Romania	423	436	-3%
Russia	2,546	3,087	-18%
Rwanda	22	7	214%
Samoa, W.	132	137	-4%
Saudi Arabia	265	280	-5%
Sierra Leone	22	30	-27%
Singapore	116	87	33%
Slovakia	25	28	-11%
Somalia	271	361	-25%
South Africa	309	290	7%
Spain	163	181	-10%
Sri Lanka	119	98	21%
Sudan	93	106	-12%
Sweden	170	177	-4%
Switzerland	140	99	41%
Syria	184	179	3%
Taiwan	2,472	2,996	-17%
Tajikistan	4	7	-43%
Tanzania	7	10	-30%
Thailand	1,848	2,771	-33%
Tonga	141	114	24%
Trinidad	17	22	-23%
Turkey	104	102	2%
Uganda	22	42	-48%
Ukraine	2,427	2,238	8%
United Arab Err	71	48	48%
United Kingdon	769	733	5%
Uruguay	9	22	-59%
Uzbekistan	123	154	-20%
Venezuela	184	191	-4%
Vietnam	5,638	6,189	-9%
Yemen	303	237	28%
Yugoslavia	207	118	75%
Zambia	13	16	-19%
<b>Total</b>	<b>192,540</b>	<b>196,494</b>	<b>-2%</b>

## Emergency Immigrant Education Census, March 2000

This census is required for funding under the IASA Title VII-c *Emergency Immigrant Education Program*. Schools report the number of students who were born outside the country and who have been in US schools for less than three years.

This table reports the March 2000 numbers by country of origin (shaded areas). It also shows the number reported for that country in March 1999.

The March 2000 numbers are available in pdf format on the EIEP webpages at

<http://www.cde.ca.gov/cilbranch/bien/eiep>

There has been a 2% decline in the number of students reported over the past year (the three-year change is an 18% drop as shown on the chart on page 7).

In this issue of *Context* you will find the number of recent immigrant students at grades K-12:

for 1989 to 2000

by country of origin

by county of residence

by grade level

by top 13 districts

for Sacramento County districts

The EIEP website also has a directory of EIEP schools/districts.

**Table 1. EIEP Funding for Newcome Immigrant Students, California, 1989 - 2000**

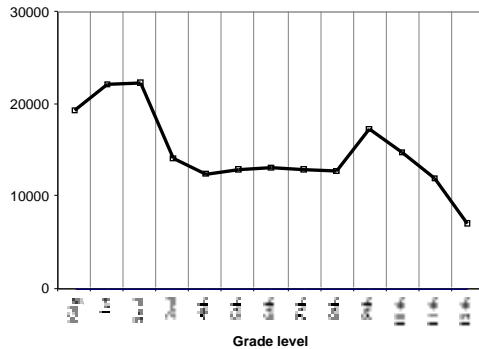
Year	No. of Pupils	State EIEP Grant Amount	EIEP Per Pupil Allocation
1989	227,475	\$13,964,456	\$60.00
1990	346,887	\$13,147,015	\$47.80
1991	317,717	\$13,617,065	\$42.00
1992	348,068	\$13,136,112	\$37.70
1993	338,479	\$12,073,631	\$35.00
1994	317,174	\$15,281,754	\$47.20
1995	277,028	\$16,861,453	\$60.86
1996	250,855	\$14,366,918	\$56.32
1997	234,935	\$26,513,470	\$112.00
1998	212,976	\$38,894,464	\$180.92
1999	196,515	\$35,907,220	\$182.72
<b>2000</b>	<b>192,540</b>		

Tables 1, 3, and 6 are redone from the data available on the Department of Education's EIEP data webpages (the table numbers are those from the webpage).

**Table 3. Newcomer Immigrant Students Ranked by LEA, Spring 2000**

Rank	LEA	# Students	% Total
1	Los Angeles USD	33,498	17%
2	San Francisco USD	5,281	3%
3	Oakland USD	3,150	2%
4	Compton USD	3,030	2%
5	San Diego USD	3,011	2%
6	Glendale USD	2,619	1%
7	Santa Ana USD	2,297	1%
8	Long Beach USD	2,205	1%
9	Alum Rock USD	2,187	1%
10	ABC USD	2,075	1%
11	Fresno USD	2,061	1%
12	Garden Grove USD	2,039	1%
13	San Jose USD	2,009	1%
	All Other LEAs	127,078	66.10%
	<b>Grand Total</b>	<b>192,540</b>	<b>100.00%</b>

**CA Recent Immigrant Students, By Grade**  
Table 6. Grade Level Cumulative Totals



**In Sacramento County, where do recent immigrant students go to school?** This chart shows the top 32 countries for districts in Sacramento County. Countries of the former Soviet Union are Ukraine, Russia, Moldova, Belarus, Armenia, Kazakstan, Latvia, Uzbekistan, and Latvia. Students born in Thailand are most likely Hmong. Lao, or Khmer.

The totals for the districts are:

Del Paso	100
Elk Grove	829
Folsom Crdva	958
Grant Jt	364
North Sac	342
Rio Linda	411
Robla	93
Sac City	1,981
San Juan	1,706
<b>Total</b>	<b>6,784</b>

**Do recent immigrant high schoolers enroll in school?** Possibly not, according to the graph at the left. However, two factors help explain the distribution of recent immigrant students across grade levels: (1) schools have varying policies regarding evaluation of foreign transcripts, so 10th, 11th, and 12th graders may be coded as 9th graders; (2) at K-2 the numbers include students who have been in the US as many as 7 years, while those at 3-12 have been in the US up to 3 years.

country	March 2000 Immigrants										Grand Total
	DelPaso	ElkGrve	FlsCrdva	GrantJt	NoSac	RioLinda	Robla	SacCity	SanJuan		
Ukraine	13	29	285	97	68	151	39	220	693	1595	
Mexico	20	224	64	102	136	66	22	673	169	1476	
Russia	13	34	73	55	28	84	7	151	204	649	
Thailand	36	20	1	8	52	3	3	201	5	329	
Moldova	5	21	177	11	14	20		18	55	321	
Fiji	2	88	20	19	2	10	6	106	19	272	
India	2	62	28	12		15	4	56	51	230	
Vietnam		65	4	2	1	6		118	2	198	
Philippines	1	78	20	8	1	8	1	32	24	173	
Belarus	1		104	6	3	4	1	3	48	170	
China		23	4	1		1		90	6	125	
Armenia			67	2		6		13	21	109	
Kazakstan		1	20	10	9	11		7	14	72	
Pakistan	3	15	4	2		1	2	31	12	70	
Romania	2	1	1		5	4		4	41	58	
Hong Kong		23	3					30		56	
Latvia		1	6			3		4	40	54	
Korea, North				2					49	51	
Germany		4	8	4				5	23	44	
Canada		15	9		1	2		11	2	40	
Uzbekistan		3	9	1	5	1		6	14	39	
Iran		2	5	1				2	24	34	
Korea, South		11	6			2		15		34	
Bosnia and Herzegovina								22	9	31	
Japan		3						12	15	30	
El Salvador		6	1	4	3			7	7	28	
Laos	2	8		1	5		1	10		27	
Indonesia		6	2					9	9	26	
Yugoslavia				4				9	16	25	
Brazil			2	4				5	13	24	
Guatemala		4	3	1	1			11		20	
Estonia		1	2	3		2		2	6	16	

### Recent Immigrant Students, by County

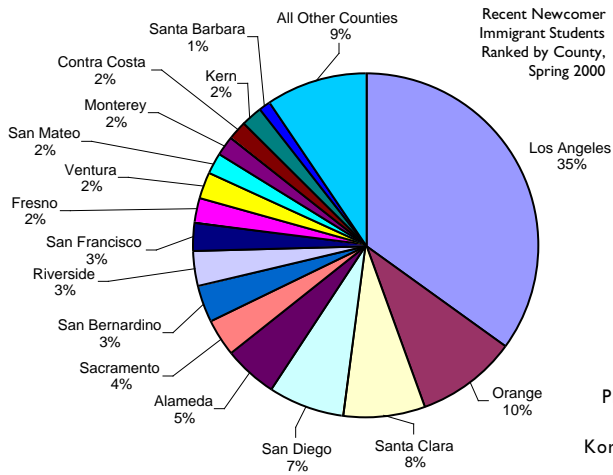
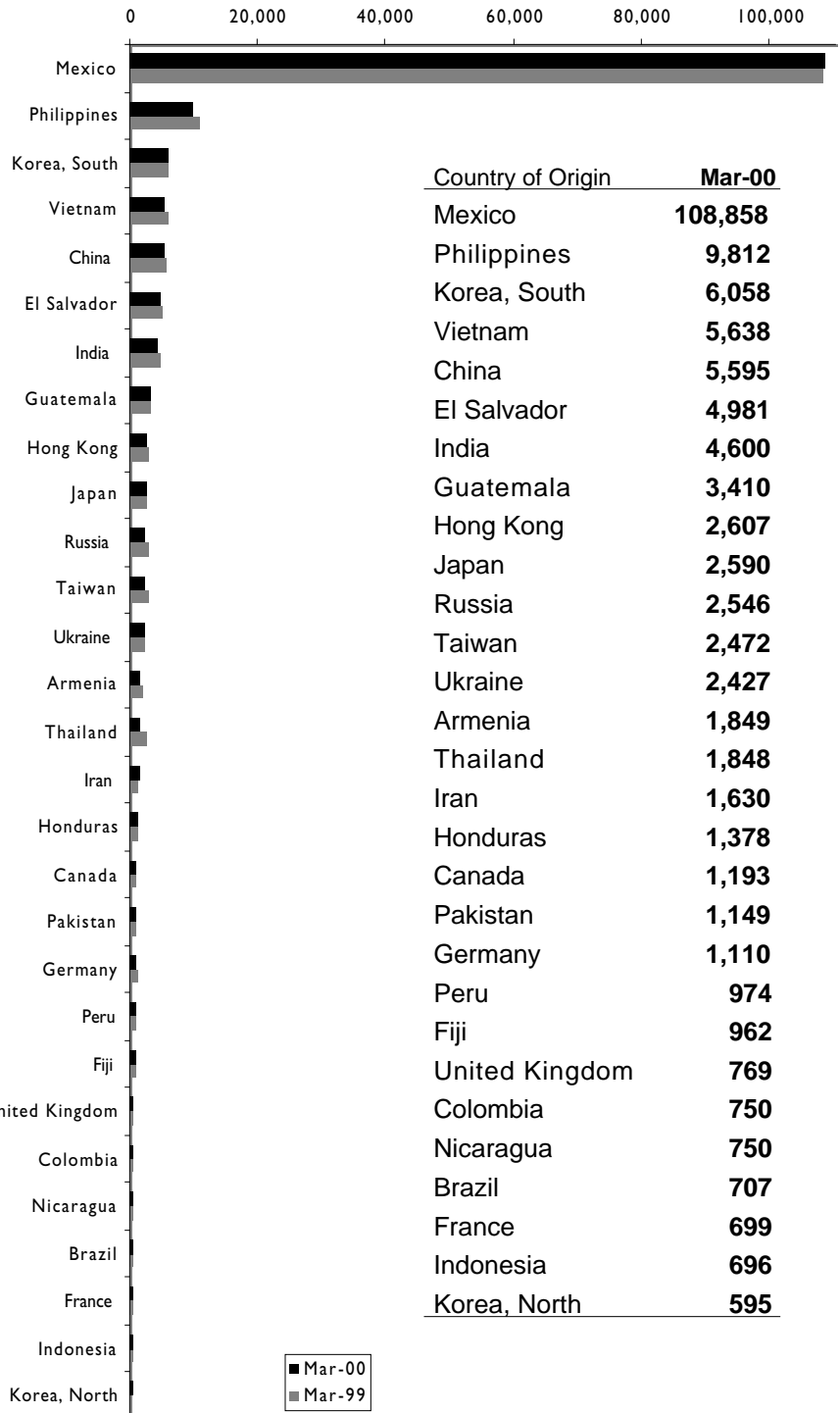


Table 4. Recent Newcomer Immigrant Students, Ranked by County, Spring 2000

Table 4 shows the counties with the largest number of recent immigrant students. The chart below left reports the numbers by county for March 1997 and March 2000, with the percentage change. The graph and table below show the top 30 countries of origin for California's recent immigrant students.

Top 30 Countries, EIEP 2000



3-year Changes	Mar-97	Mar-00	%change
<b>EIEP Census</b>			
Alameda	8,805	9,893	12.4%
Butte	133	80	-39.8%
Colusa	256	285	11.3%
Contra Costa	3,859	3,489	-9.6%
El Dorado	299	188	-37.1%
Fresno	7,847	4,665	-40.6%
Glenn	260	117	-55.0%
Humboldt	18	26	44.4%
Imperial	1,727	1,675	-3.0%
Inyo	103	16	-84.5%
Kern	3,329	3,376	1.4%
Kings	243	205	-15.6%
Los Angeles	85,533	67,138	-21.5%
Madera	1,169	729	-37.6%
Marin	580	524	-9.7%
Mendocino	460	358	-22.2%
Merced	3,050	1,674	-45.1%
Modoc	83	n/a	
Mono	59	47	-20.3%
Monterey	4,055	3,543	-12.6%
Napa	650	883	35.8%
Orange	24,388	18,669	-23.5%
Placer	149	n/a	
Riverside	6,789	6,091	-10.3%
Sacramento	6,192	6,784	9.6%
San Benito	79	20	-74.7%
San Bernardino	9,099	6,597	-27.5%
San Diego	17,165	13,101	-23.7%
San Francisco	4,729	5,281	11.7%
San Joaquin	3,027	1,864	-38.4%
San Luis Obispo	208	215	3.4%
San Mateo	4,875	4,132	-15.2%
Santa Barbara	3,016	2,498	-17.2%
Santa Clara	13,818	14,959	8.3%
Santa Cruz	1,881	1,534	-18.4%
Solano	1,861	733	-60.6%
Sonoma	1,952	1,531	-21.6%
Stanislaus	1,695	1,387	-18.2%
Sutter	902	500	-44.6%
Tehama	32	116	262.5%
Tulare	4,227	1,892	-55.2%
Ventura	5,119	4,347	-15.1%
Yolo	895	1,368	52.8%
Yuba	353	n/a	
California	234,969	192,540	-18.1%



## INS has teacher & student resources

These questions are taken from the Immigration & Naturalization Service (INS) website (click on the button for Teacher & Student Resources).  
<http://www.ins.usdoj.gov/graphics/aboutins/history/teacher/index.html>

In addition to 20 questions to use for online document research, there is an outline of links. The outline is reprised here, with links for a few of the items. Each link takes the user through "interspace" to some amazing document or file. For example, the Library of Congress has half a million photos on different topics that can be used for educational purposes (a couple are on the next page). American Memory has links to video and audio files as well as a detective-type investigation of a photo-based situation. For teachers who need to differentiate for high-achieving children, this outline of links is a life-saver.

### Ten Research Questions

1. What were the main waves of immigration into the United States? Why did the countries of origin of immigrants change over time: what was going on in the world at the time?
2. Pick one of the four main laws regulating immigration into the United States [1924, 1952, 1965, or 1990] and discuss the context and the issues of the times, what it was meant to do, and why it was passed at that time.
3. People don't leave their homelands and immigrate to another country for frivolous reasons. What are some of the reasons that motivate them to leave ["push factors"], and what are some of the reasons they might be attracted to one particular other land ["pull factors"] over another?
4. Some people have to leave their homelands – for fear of being persecuted or killed. We call them refugees – people outside their country of origin who need to begin a new life. Under what condition should the United States accept some of these refugees into America? Why?
5. Some people get only temporary protected status (TPS) while a situation in their homeland gets sorted out. What are some examples of groups getting TPS? Why did they get TPS? Should any of them be allowed to stay permanently? Why? Why not?
6. How many legal immigrants came to the United States in 1998? Where did they settle? Is that a good number? If you were in Congress, what policy recommendations might you make?
7. About how many illegal migrants are now residing in the United States? What are the top 20 nationalities and where are the top 20 places they live? If you were in Congress, what policy recommendations might you make?
8. What are some pros and cons of trying to completely seal US borders from illegal migration? Is it really possible? Is it really desirable?
9. INS says about 40% of undocumented ["illegal"] migrants are in the United States after overstaying their legal visas.

What could be done to prevent this? What are the pros and cons of your recommendations to do those kinds of things?

10. What are some of the best ways to welcome and then assimilate immigrants into American life? What are the pros and cons of each of these?

## Resources for Teachers, Students

### Symbols of Immigration to America

- Bering Land Bridge
- Statue of Liberty  
Emma Lazarus  
Poem: The New Colossus (1883)
- Ellis Island  
History of Ellis Island  
Arriving at Ellis Island  
Immigrant Ships  
Voices of Ellis Island  
Images of Ellis Island
- Angel Island (California)  
Quarantine Station  
Immigration Station

### History of Immigration to the United States: Migration, Emigration, Immigration

- The Immigrant Experience
- Immigration in American Memory  
<http://lcweb2.loc.gov/ammem/ndlpedu/features/immig/immig.html>
- An Immigrant Nation: United States Regulation of Immigration, 1798–1991
- Immigration Legislation Since 1790
- Historical Articles  
Historical Census Statistics on the Foreign-Born Population in the U.S.: 1850-1990  
This Month in Immigration History
- Immigration Laws  
Immigration and Nationality Act  
Four Main Laws



**Coming to America**

- They Came and Settled a New Continent: First Migrations, First Americans
  - Earliest Arrivals: The First Americans
  - Across the Land Bridge: Beringia
  - Arctic Circle: Exploring the Past
  - From the Land Called Beringia
  - Visiting Beringia: Virtual Tour
  - Dispersal Throughout a Continent
- Native Americans
  - New Research: Pacific Northwest
  - Upper Missouri River Valley: Knife River Indians
  - Lower Mississippi Delta: Mound Builders
  - Across the Plains
- Later, Others Followed and Made Their Homes: Europeans in America
  - First Europeans to America
  - The Vikings: They Got Here First, But Didn't Stay
- Later European "Discovery" and Exploration of America
  - Royal Charge to Christopher Columbus (1492)
  - Columbus: Journal of His Voyage (1492)
  - Columbus: Report to the King and Queen of Spain (1494)
  - Early Explorers (examples)
  - King Henry's Charge to John Cabot and Sons (1498)
  - The Journey of Alvar Nunez Cabeza de Vaca (1542)
  - The Voyage of Samuel de Champlain (1604)
- First American Settlements: Jamestown and Plymouth
  - Jamestown (1607)
    - The First Virginia Charter (April 10, 1606)
    - The Kings' Instructions for the Virginia Colony (1606)
    - Founding of Jamestown: Timeline and Events
    - Voyage to Virginia
    - Colonial Trade patterns (1760)

African Origins of Virginia Slaves

The Plymouth Colony

The New England Charter (1620)

Voyage of the Mayflower

Arrivals: Ship Confidence (1638)

**Immigrant Experiences: The Willing, the Barely Willing, and the Unwilling**

- The Willing: The Immigrant Experience
    - Selected Immigrant Ship Arrivals in the U.S.
    - Port of Entry: Immigration (Library of Congress)
  - The Barely Willing: The Indentured Servant Experience
    - Indentured Servants in America
    - Indenture Contract
    - Registry of Indentured Servants
    - Gottlieb Mittleberger's Journey to Pennsylvania (1750)
    - The Plight of the Indentured Servant
  - The Unwilling: The Trans-Atlantic Slave Trade Experience
    - The Wreck of the Henrietta Marie 1701
    - The Henrietta Marie in Perspective
    - Africans in America: The Terrible Transformation (PBS)
    - Introduction The African Slave Trade and the Middle Passage
    - African Captives Yoked in Pairs
    - Plan of a Ship for Transporting Slaves
    - Slave Narratives <http://vi.uh.edu/pages/mintz/primary.htm>
    - Statutes of the U.S. Concerning Slavery (Yale Law School)
      - U.S. Constitution, Amendment XIII (December 6, 1865)
      - The Amistad Case (National Archives)
      - Argument of John Quincy Adams Before the Supreme Court
- Why People Come - Push and Pull Factors**
- Push Factors
    - Human Rights Violations
    - Refugees and Asylees
    - <http://www.unhcr.ch/statist/98oview/intro.htm>
    - US Asylum and Refugee Policy



## Refugee Admissions, Resettlement

<http://www.cnie.org/nle/pop-6.html>,

[http://www.refugees.org/world/statistics/wrs00\\_table6.htm](http://www.refugees.org/world/statistics/wrs00_table6.htm)

Asylee Kenneth Best [from Monrovia, Liberia, arrived 1995]

Images: What is it like to be a refugee?

<http://www.unhcr.ch/images/images.htm>

## Economic Problems and Poverty

Immigrant Sjoerd Aukes Sipma [from Bornwerd, Netherlands, arrived 1846]

Immigrant Max Gudis [from Tulchin, Russia, arrived 1904]

## Environmental Problems and Natural Disasters

Irish Potato Famine

Hurricane Mitch

## •Pull Factors

Ability to Find Work

Ability to Join Relatives

Ability to Get an Education

Ability to Live a Better Life

## Statistics

Quick Facts (1998)

Legal Immigration: Reasons for Growth

<http://www.cnie.org/nle/pop-2.html>

Legal Immigration: 1998

Diversity Visa 2000:Results

1996 Statistical Yearbook

Foreign-born Population in the United States: 1850-1990

## Illegal Migrants

Where They Come From and Where they Live in the U.S.

Combating Illegal Migration

**Becoming Americans**

## •Naturalization Procedures

Overview of General Naturalization Requirements

Naturalization Eligibility Worksheet

Passing the Test: 100 Questions

Can You Pass? Self-test Online

Current Oath of Allegiance

**Immigrants: Famous and Not So Famous**

## •INS and Changing Immigrant Names

American Names/Declaring Independence: An Essay

Immigration, Their Stories

<http://library.advanced.org/tq-admin/month.cgi>

Recent Immigrants to California (Rancho Santiago Community College)

**Finding Information on One's Own Immigrant Background**

## •Family History Research

## •Immigration Records

## •Naturalization Records

## •Genealogy: Getting Started (National Genealogical Society)

## •Genealogy Sites on the Internet

## •My History Is America's History

The Library of Congress has hundreds of old photos available online and for order. This one shows a group of immigrants arriving at Ellis Island (background) in 1902. The Prints & Photos Online Catalog is located at <http://lcweb2.loc.gov/pp/pphome.html>



## Activity

*International migration is increasing the nation's ethnic and racial diversity. Of the 6.3 million persons granted immigrant status in the 1980s, 43% were born in Asia and 42% in Latin America. The 1990 census counted 19.8 million foreign-born persons, 44% of whom entered the United States in the 1980s. The number of foreign-born is a record high, but they were a smaller proportion of the US population in 1990 (about 8%) than in earlier times of large-scale immigration—least 13% in every census year from 1860-1920, with peaks of 14.7%, in 1890 and 1910.*

Using the tables on page 5, write in the number of students from each country.

Then figure out the percentage who came from Latin America....

from Asia.....

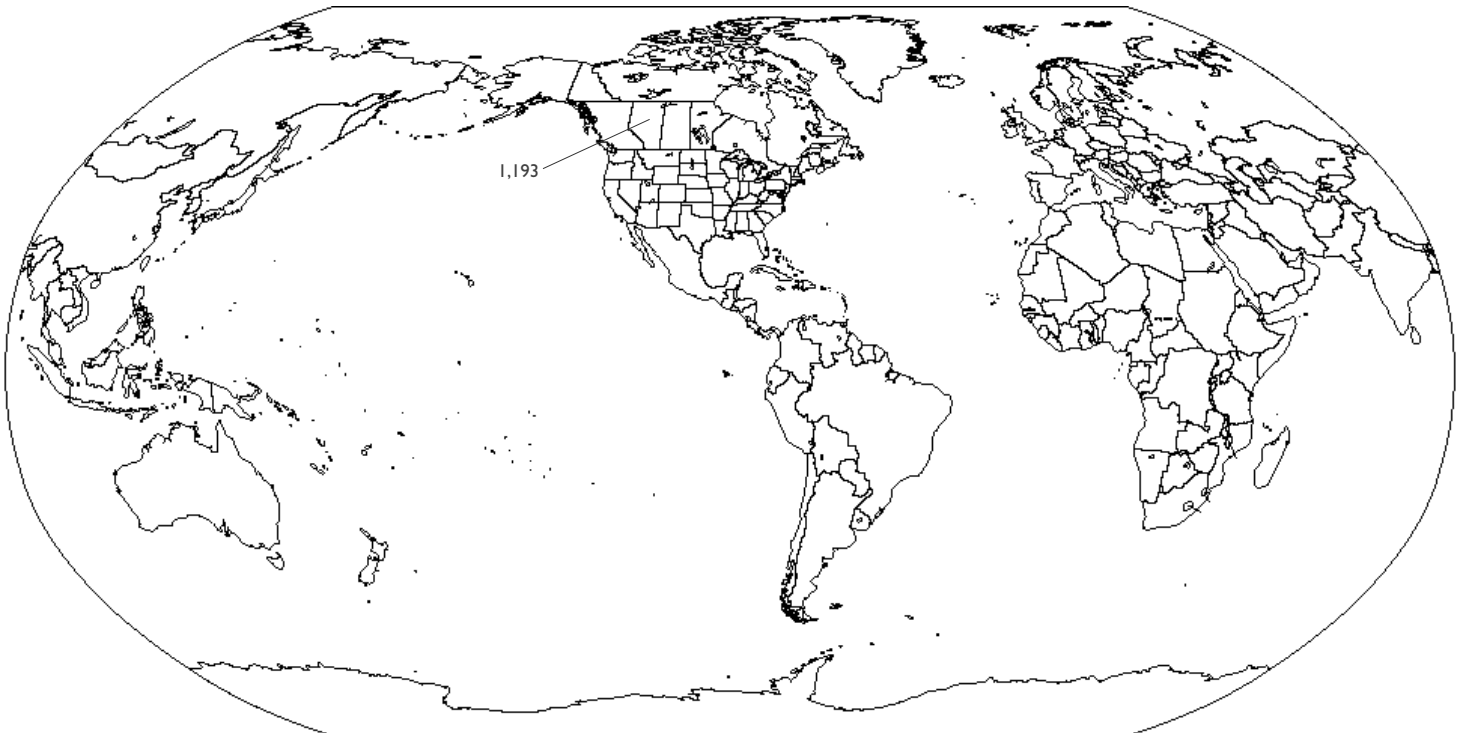
from Africa.....

from Europe.....

from the former Soviet Union.

How does California's school population of recent immigrants compare to the general pattern of immigration to the US in the 1980s?

Bonus: identify the countries from which refugees have come.



Teacher: Try enlarging this map on the copy machine.



## Resources

### Area Studies Handbooks Online

The *Country Studies Series* presents a description and analysis of the historical setting and the social, economic, political, and national security systems and institutions of countries throughout the world and examines the interrelationships of those systems and the ways they are shaped by cultural factors.

<http://lcweb2.loc.gov/frd/cs/cshome.html>

### Islands of the Mind: How Language Shapes our World

David Ferrell, Robert Lee Hotz, *Los Angeles Times*

Part 1: *Language Enclaves Are Havens, Prisons*; Part 2: *A Scalpel, a Life and Language*; Part 3: *The Impassioned Fight to Save Dying Languages*

“In the Southland, where more than 120 tongues are spoken, some find opportunity, some only isolation. Cecilia Miguel cannot even tell you how trapped she feels, how isolated, how battered by forces she does not understand. She is a ghost few ever see or hear. Miguel is a minority within a minority, a non-Spanish speaker in a Spanish-speaking portion of an English-speaking metropolis. She speaks only Q'anjob'al, a Mayan tongue of her native Guatemala. ...”

<http://www.latimes.com/news/state/reports/language>

### Asian Languages and Literacy Development Network

Website under development that will link visitors to literacy resources in Vietnamese, Chinese, Hmong, Khmer, Lao, Korean, and Pilipino. Chinese link lists heritage language programs, the Cambodian links to several other useful sites.

<http://psrtec.clmer.csulb.edu/homepage.html>

### Cambodian Information Center Homepage

Links to clubs, organizations, political parties; chat lines; fonts; events calendar; news; photographs; book list; facts about Cambodia; digital archive of holocaust survivors; Royal Embassy of Cambodia to the US; legal consultancy in Cambodia; other sites related to Cambodia.

<http://www.cambodia.org>

### Lingnet

The Linguist's Network, a website housed at the Defense Language Institute Foreign Language School in Monterey. Good links to language resources.

<http://www.lingnet.org/home.htm>

### The Education of Cambodian American Students in the Long Beach Unified School District: A Language and Educational Policy Analysis

M.A. thesis by Wayne Wright, 1998.

Available online at

[http://psrtec.clmer.csulb.edu/Khmer\\_site/INDEX.HTM](http://psrtec.clmer.csulb.edu/Khmer_site/INDEX.HTM)

### Materials for Khmer Bilingual Programs

Includes titles from Rigby Literacy 2000 stages 1-7 and PM Starters One and Two, Hampton Brown, Houghton-Mifflin 2nd Grade Literature Anthology, Let's Learn Cambodian (Ouk), Houghton-Mifflin Social Studies grades 1-2, Scholastic Science Place. The contact for most of these is Whittier Elementary School, Long Beach Unified School District.

### Article on Intake Centers

“Port of Entry” by M. Zehr appears in *Education Week on the Web*, April 19, 2000.

<http://www.edweek.org>

### Southeast Asian Parent Conference

Reserve October 28, 2000 for a parent conference to be held at Sacramento City College. The workshops will be tailored for Hmong, Mien, Lao and Khmer languages, and English-only guests will be able to listen to translations on headphones. Topics will be aligned to the parenting handbooks developed by Huynh Dinh Te and Van Le of the Southeast Asia Culture and Education Foundation of Huntington Beach. Flyers will be available in early September. Contact the Southeast Asia Community Resource Center for information, (916) 635-6815.

## Family Literacy

### Article

The February 2000 issue of *Education and Urban Society*, 32(2):207-220, contains an article by Donna D. Amstutz entitled "Family Literacy: Implications for Public School Practice."

Corwin Press: (805) 499-9774, [info@corwinpress.com](mailto:info@corwinpress.com)

### Spanish brochures

The U.S. Department of Education (USDE) has produced a brochure titled *¡Aproveche!, Servicios e Información Sobre la Educación*. The brochure contains contact information for answers to the most frequently asked questions about educational resources. Copies of the brochure are available from the Education Publications Center, (800) 433-7827. Request inventory ID EK0218B. Also available is a video titled *Vamos juntos a la escuela: Consejos para ayudar a los padres asegurar el éxito académico de sus hijos* (Inventory ID EKR0039E). The USDE also has a web page, *Recursos en Español*, located at [www.ed.gov](http://www.ed.gov).

### Info for parents in several languages

The Washington Research Institute (WRI) has a federally funded outreach project to produce video tapes and written materials. The focus is parent-child interactions that stimulate early childhood learning. Materials are available in English and Spanish, and are under development in Korean.

Visit [www.wri-edu.org/bookplay](http://www.wri-edu.org/bookplay) or call Keven Cole, Senior Researcher, at (206) 285-9317.

## Conferences and Workshops

### For teachers of Korean

The 5<sup>th</sup> Annual Conference of the American Association of Teachers of Korean will be held August 2-5, 2000 in Los Angeles.

Information and applications: Sung-Ock Sohn, Department of East Asian Languages, UCLA, (310) 825-8808, [sohn@humnet.ucla.edu](mailto:sohn@humnet.ucla.edu).

### For all interested in Indochinese

NAFEA, the National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans will hold its annual conference, May 18-20, 2000, at the Doubletree Hotel in Orange, CA.

Information: Rose Tran of San Diego City Schools at

(619) 725-7272, [rtran@mail.sandi.net](mailto:rtran@mail.sandi.net).

### For all interested in Spanish books

The Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will hold a variety of Summer 2000 workshops for teachers.

Information: (760) 750-4070, [www.csusm.edu/campus\\_centers/csb/](http://www.csusm.edu/campus_centers/csb/).

### School leaders, policy makers

*School's In 2000!*, the State Superintendent's Symposium on critical issues related to accountability will feature models of effective practice along with information that will impact California school operations during the upcoming year and beyond. The event will be held at the Sacramento Convention Center, August 8-10, 2000.

Information: California Department of Education, Conference Planning Office at (916) 323-8353, [www.cde.ca.gov](http://www.cde.ca.gov).

## Cooperative Learning

### Publication

The Center for Research on Education, Diversity and Excellence (CREDE) has published *Collaborative Practices in Bilingual Cooperative Learning Classrooms* by John Gumperz, Jeanny Cook-Gumperz, and Margaret Szymanski of UC Santa Barbara.

Information and ordering: (202) 362-0700, [www.crede.ucsc.edu](http://www.crede.ucsc.edu).

### Summer institute

The San Joaquin County Office of Education is hosting the Kagan Cooperative Learning Institute scheduled for June 12-16, 2000 in Stockton, CA. This professional development training program focuses on classroom structures for academic and social success.

For information and registration forms call (800) 266-7576 or visit the web site: [www.kaganonline.com](http://www.kaganonline.com).

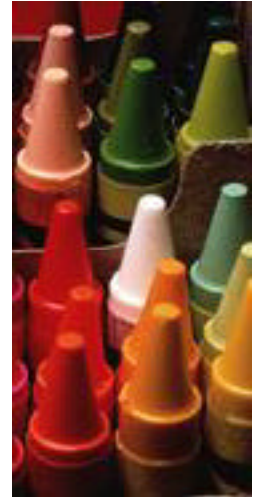
## Chinese Materials Production

The Chinese Journal Corporation provides full service publishing and translations in the Chinese language.

Visit [www.chinesejournal.com](http://www.chinesejournal.com) or call Janie Chuck at (415) 822-1155.

## New Immigrants in the United States

Cambridge University Press has just published



## Resources



## Resources

*New Immigrants in the United States: Readings for Second Language Educators*, edited by S. McKay and S. Wong.

Information: (800) 872-7423, [www.cup.org/default.htm](http://www.cup.org/default.htm)

### Dual Language Programs

U.S. Secretary of Education Richard Riley recently endorsed two-way bilingual education. The full text of his speech can be found at [www.ncbe.gwu.edu](http://www.ncbe.gwu.edu). Coincidentally, Heinle and Hienle Publishers have just released a guide to two-way programs. The publication, *Dual Language Instruction: A Handbook for Enriched Education* was developed by Nancy Cloud, Fred Genesee, and Else Hamayan.

Information and ordering: (800) 354-9706, [www.heinle.com](http://www.heinle.com).

Dual language classroom library materials in English and Spanish are available from Attanasio and Associates.

Information: (718) 416-1832, [cattanasio@aol.com](mailto:cattanasio@aol.com).

### Southeast Asian Educators' Ass'n

The National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA) is an organization of educators and community members focused on educational, social and economic opportunities for Southeast Asian students. The association sponsors conferences, workshops, and produces a newsletter titled *The Channel*.

For more information contact, KimOanh Nguyen-Lam, President, at CSU-Long Beach, (562) 985-5807, [nafea2000@aol.com](mailto:nafea2000@aol.com).

### Heritage Language Resources

Phil Parker, a professor of Economics and International Studies at UC San Diego has produced a monograph on linguistic cultures covering more than 460 language groups worldwide. *Linguistic Cultures of the World: A Statistical Reference* (Greenwood Press, 1997) contains demographic, economic, and geographic statistics on each ethnolinguistic group.

For more details go to the web at [www.amazon.com](http://www.amazon.com) and search by author or title.

### Professional & Instructional Materials

The following companies and organizations publish multilingual, crosscultural, and second language teaching and professional materials. Catalogues are offered at no charge to educators.

*Saddleback Educational, Inc.* High interest

reading and ESL materials for students and adults. (949) 860-2500, [www.sdlback.com](http://www.sdlback.com).

*Celebration Press of Pearson Learning: Bilingual and ESL literacy.* (800) 321-3106, [www.pearsonlearning.com](http://www.pearsonlearning.com).

*Rosetta Stone Language Library:* ESL and other second language learning software for children and adults. (800) 788-0822, [www.rosettastone.com](http://www.rosettastone.com).

*Asia for Kids.* Bilingual, crosscultural and second language publications targeted to Asian children. (800) 888-9681, [www.asiaforkids.com](http://www.asiaforkids.com).

*WestEd.* Professional resources for educators. (415) 565-3000, [www.wested.org](http://www.wested.org).

*Educational Resources.* Software and technology for ESL and bilingual education. (800) 624-2926, [www.edresources.com](http://www.edresources.com).

*Bilingual Books, Inc.* Bilingual development materials. (206) 284-4211, [www.bilingualbooks.org](http://www.bilingualbooks.org), [www.10minutesaday.com](http://www.10minutesaday.com).

*Lee & Low Books.* Multicultural literature for children. (212) 779-4400X26, [www.leeandlow.com](http://www.leeandlow.com).

*ESL 2000 of Cambridge University Press.* ESL curricula and material for children and adults. (800) 872-7423, [www.cup.org](http://www.cup.org).

*Childcraft.* Books and manipulatives, (800) 631-5652, [www.childcrafteducacion.com](http://www.childcrafteducacion.com).

*Committee for Children.* Curricula and family educational material to prevent youth violence and promote social and emotional competence. Free newsletter: *Prevention Update*. (800) 634-4449, [www.cfchildren.org](http://www.cfchildren.org).

*ProEd.* Special education, rehabilitation, gifted, and developmental disabilities. (800) 897-3202, [www.proedinc.com](http://www.proedinc.com).

## Reauthorization of ESEA

Congress is moving closer to a decision on the Reauthorization of the Elementary and Secondary Education Act (ESEA), which includes funding for English learners and immigrant students (Title VII). The Senate's reauthorization bill, S2, was scheduled for mark-up in early March. You can read the latest version online at [www.senate.gov/~labor/](http://www.senate.gov/~labor/). The House version of the bill, HR2, "The Student Results Act of 1999," can be accessed through the National Clearinghouse of Bilingual Education website at [www.ncbe.gwu.edu/library/policy/legislation.htm#pending/](http://www.ncbe.gwu.edu/library/policy/legislation.htm#pending/).

## EIEP Administration

School districts, charter schools, and county offices of education submitted their counts of eligible immigrant students for 2000–2001 on March 1, 2000. The statewide total is 192,540, a decrease of 2.1 percent from the previous year.

The applications of 347 eligible local educational agencies (LEAs) were forwarded to the U.S. Department of Education on March 17, 2000. Notification of the approval of LEA applications and funding levels is expected around June 1, 2000.

Once notification of funding is received, LEAs should begin submission of their planning documents for the 2000–2001 school year. LEAs will be required to submit (1) a proposed budget; (2) description of proposed activities; and (3) assurances that a student performance report will be submitted at the conclusion of the project year. Forms and instructions will be mailed to LEAs in June. These documents will be posted in the EIEP Document Library on our web page sometime in April ([www.cde.ca.gov/cilbranch/bien/eiep](http://www.cde.ca.gov/cilbranch/bien/eiep)).

The earlier that LEAs submit their planning documents, the sooner the LEAs will receive their grant award documents and spending authority for the 2000–2001 school year.

## Get E-mail Now!

Of the 347 EIEP directors in the state, 75 percent have e-mail addresses. We want to encourage all directors to obtain an e-mail address since we expect to rely more and more on communication via electronic methods.

Even if your district, charter school, or county office is unable to give you a personal e-mail mailbox, you can obtain e-mail service free-of-charge from any one of several Internet service providers. Two popular examples are [yahoo.com](http://yahoo.com) and [hotmail.com](http://hotmail.com). Just go to their home pages, register, and then check your mailbox occasionally. You will be able to send and receive e-mail just as if you had a paid subscription with a service provider.

## Refugee Programs and Services

The California Department of Social Services, Refugee Programs Branch agency serves as a clearinghouse of information regarding programs and services for refugee families. The branch maintains an impressive website ([www.dss.cahw.net.gov/refugeeprogram/](http://www.dss.cahw.net.gov/refugeeprogram/)) that includes current news, funding announcements, calendar of activities, and resource directories at the national, state, and county levels including refugee community organizations.

The Refugee Programs Branch, along with various governmental and community organizations, is sponsoring the Eleventh Annual Refugee Information Exchange Conference during the period of August 27-30, 2000 at the Marriott Hotel in Burlingame (San Francisco Airport), CA. The conference will consist of a variety of presentations on programs, services, and resources for refugee families. Save these dates! More information will be sent to EIEP and Title VII directors in the coming weeks.

California Department of Social Services, Refugee Programs Branch, (916) 654-6379, FAX (916) 654-7187.



# EIEP

EMERGENCY  
IMMIGRANT  
EDUCATION  
PROGRAM

# NEWS

On the next page is an "Immigrant Voices" selection written by Avita Pahwa. (The picture below is *not* Avita, but for effect only!)





## Immigrant Voices

Editors Note: Listening to the voices of immigrant students and their families can be informative and inspirational. It can provide insights into immigrant students and families not available through any other means. For that reason, on occasion, *Context* features writings of immigrant pupils. If you have a sample of writing from a student in your program that you would like to have considered for publication, please submit the article by mail, FAX, or email to David Dolson at the address listed below.

This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Language Policy & Leadership Office:  
(916) 657-2566  
ddolson@cde.ca.gov  
www.cde.ca.gov/cilbranch/bien/eiep

## My Day in Yogaville: A Lesson in Who I Am

by Avita Pahwa

This article was written by Avita Pahwa, a student from an immigrant family of Indian heritage who attends Del Campo High School in the Sacramento Area. The article was originally published by the *Sacramento Bee* on February 11, 2000 (reprinted with permission).

Yogaville? Yogaville, Virginia! The second I heard the name of the town, I was determined to avoid going there. I never imagined that the name would one day bring a smile to my face.

It was the beginning of spring when my dance teacher proposed that I attend a dance camp in Virginia during the summer. The camp taught *Bharatnatyam*, a type of classical Indian dance.

I was told the camp was to prepare me for my dance graduation—a solo debut after an arduous eight to ten years of dancing—but I was dead set against going. Not a single aspect of the camp seemed appealing. Slowly but surely my parents, along with the help of my teacher, convinced me that the “experience” in the end would be worth it. I had my doubts, but respected the wisdom of my elders.

During the flight to Virginia, squashed between a small girl in a purple dress and a sleeping woman, I tried to imagine what to expect. I had no clue who else would attend, much less what we would be doing for three weeks besides dancing. My anxiety grew by the hour. Hours later, when I finally reached the retreat, I gazed at the brick-red building nestled in a thick forest of trees. I fiddled with my hair, took a deep breath, and entered the door.

That was how it started. But before I knew it, the camp had embraced me. Suddenly I found myself in an oasis of culture that I never imagined existed. Together the people at camp, daily activities, and dancing itself taught me so much about who I am, about my ancestral past, and about life.

As it turned out, all the campers were Indian girls like myself, from all over the

United States, who had a variety of ties to India. Being relatively uninformed, I had thought that there were only two main languages spoken in India, one in the southern part of the country, the other in the northern part. I was wrong.

Not only did I learn more about the languages of my ancestors’ homeland, I also learned that each individual at camp brought different experiences and views as well as slightly different culture. This was an eye-opener because, back home, I only knew a handful of Indians my age, who all spoke the same language and had the same cultural background.

I learned so much about my heritage through the daily religious practices we did. After memorizing prayers in Sanskrit, we would learn to translate them into English to fully understand the meaning behind each word. Every prayer led to more knowledge about Hinduism. I learned the difference between Eastern and Western philosophies. Discussions taught me about the political as well as scientific history of my parents’ homeland, and I learned of India’s contributions to the world. Dancing, too, added to my knowledge. *Bharatnatyam* itself portrays Hinduism in its every step, teaching the audience as well as the dancer.

The plane ride back from camp was completely different from the ride there. I came home a different person. My experiences at the camp had shaped me in ways that I could no longer be without. I was beginning to appreciate my heritage more than I ever had because I now was more tuned in to it than I had been. Camp showed me exactly how deep the Indian culture is, and every ounce of knowledge I gained from it was another ounce of wisdom I had with me to pass on to others.

Everything that I gained at this camp was something that I could carry with me, and something I could teach to others as well, and this appreciation was the most important element I gained that summer in the little town of Yogaville.



## State Accommodation Policies for Students of Limited English Proficiency (LEP) in High Stakes Assessment

Editor's Note: In *Context* (Vol. 19, No. 137, August-September, 1999), we featured an article on 1999 SAT-9 reading results for English learner and mainstream students. That article identified some of the limitations inherent in the use of a standardized assessment designed for native speakers of English with non-native student populations. This dilemma has stimulated a number of responses on the part of state educational agencies throughout the United States. This report consists of a summary of states' policies for assessing LEP students for those states that use a commercial assessment as their primary statewide assessment instrument.

### Stanford Achievement Test, Ninth Edition (Stanford 9)

**Alabama** uses the Stanford 9 in grades 3 through 11 for school and school system accountability. LEP students can be exempted based on their time in an ESL program and their formal oral language proficiency. LEP students cannot be deferred. LEP students are allowed accommodations that include:

*presentation:* allowing someone familiar to the student to administer the test and allowing translation of directions;

*response:* allowing the student to take the test alone in a carrel, in a separate room, or in a small group.

They allow an alternate assessment determined by a local committee of teachers of LEP students.

**Arizona** uses the Stanford 9 for students in grades 3–12. The state allows local educational agencies to exempt LEP students from the test but does not allow deferrals. It allows accommodations that include:

*presentation:* explanation of directions, oral reading in English, oral reading in native language, having a familiar person administer the exam, translation of directions, and translation of test items into the native language;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* extended testing time, more breaks, and testing sessions scheduled over multiple days;

*other:* out-of-level testing, use of word lists/dictionaries, and use of technology.

Arizona allows Spanish-literate students exempted from the Stanford 9 to take a Spanish-language norm-referenced test and makes district-developed assessments available as well.

**California** uses the Stanford 9 in reading, spelling, written expression, and mathematics at grades 2 through 8 and in reading, written expression, mathematics, history–social science, and science at grades 9 through 11. California does not allow LEP student exemptions or deferrals. It does not allow LEP student accommodations, and it does not offer alternate LEP student assessments.

**Delaware** uses abbreviated versions of the Stanford 9 reading comprehension and math problem-solving subtests. They allow LEP student exemptions based on a student's time in the U.S., time in an ESL program, formal and informal assessment of English proficiency, and formal and informal oral language proficiency. They do not allow deferrals. The state allows accommodations that include:

*presentation:* explanation of directions, oral reading in English, oral reading in the student's native language, having a familiar person administer the exam, and translation of directions;

*response:* allowing the student to take the test alone in a carrel, in a separate room, or in small groups;

*other:* use of words lists/dictionaries.

Delaware does not offer alternate LEP student assessments.

**Hawaii** uses the Stanford 8 in language arts and math for grades 3, 6, 8, and 10, and in language arts, math, history–social science, and science at grades 8 and 10. LEP students are exempted based on their time in an ESL program and time in the U.S. LEP students are not allowed deferrals or accommodations. Hawaii does not offer alternate LEP student assessments.

**South Dakota** uses the complete Stanford 9 battery at grades 4, 8, and 11. The state allows exemptions for LEP students but does not allow deferrals. The state allows accommodations that include:

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*presentation:* explanation of directions; oral reading in English, oral reading in native language, and having a familiar person administer the exam;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* allowing extended testing time, more breaks, and extending sessions over multiple days.

South Dakota does not offer alternate LEP student assessments.

**West Virginia** uses the abbreviated Stanford 9 in reading, language, math, and listening at grades 1 and 2 and the full Stanford 9 in reading, language, math, social science, science and listening at grades 3-11. They allow LEP student exemptions based on time in an ESL program. They do not allow deferrals. They do not allow accommodations nor alternate LEP student assessments.

## Comprehensive Test of Basic Skills, Fifth Edition (CTBS/5)

**Indiana** uses the CTBS/5 in English and math for grades 3, 6, 8, and 10. It also uses a criterion-referenced test at these grade levels. The state allows LEP student exemptions for both tests. It does not allow LEP student accommodations and does not have alternate assessments.

**Kentucky** uses the CTBS/5 Survey Version covering reading, language arts, and math at end of primary grades and grades 6 and 9. LEP students can be exempted based on their time in an ESL program. The state does not allow deferrals. Kentucky allows accommodations that include:

*presentation:* oral reading in the student's native language and having someone familiar administer the assessment.

Other accommodations are allowed with indications of need and if consistent with instruction.

The state does not have an alternate assessment.

**Nevada** uses the CTBS/5 in reading, math, language, and sciences at grades 4, 8, and 10. It allows LEP student exemptions based on formal assessment of English proficiency. It does not allow LEP student deferrals. It allows accommodations that include:

*presentation:* explanation of directions, allowing someone familiar to student to administer the test;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* allowing same day extended testing.

Nevada offers a language acquisition skills test (LAS) with participation on CTBS/5 dependent on the student's performance on this test. If the student does not score at the minimum LAS level, the LAS serves as the required test.

**New Mexico** uses the CTBS/5 along with a criterion-referenced supplement in math, language arts, science, and social studies at grades 4, 6, and 8 for accountability. LEP students are exempted based on the time they've spent in the US, their time in an ESL program, formal and informal assessment of English proficiency, and formal and informal oral language proficiency. LEP students are not allowed deferrals or accommodations. The state allows LEAs to use appropriate alternate assessments for LEP students.

**North Dakota** uses the CTBS 5 at grades 4, 6, 8, and 10. The multiple assessments, consisting of reading, language, math, science, and social studies, are administered at grade 4, and the Complete Battery Plus, consisting of the above areas and others, is administered at grades 6, 8, and 10. The state allows exemptions for LEP students but does not allow deferrals. It allows any LEP student accommodations stated in the student's written plan. It does not have an alternate assessment.

## CTBTerra Nova

**Tennessee** uses the CTB Terra Nova Complete Battery Plus in math, language, reading, science, and social studies at grades 3 through 8. It allows exemptions based on a student's time in an ESL program. The state does not allow deferrals. It allows accommodations that include:

*presentation:* having someone familiar to the student administer the exam, and translation of directions;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* allowing LEP students more breaks, and extending testing sessions over multiple days.

The state has alternate assessments—there are five recommended tests to measure English language proficiency.

**The Virgin Islands** uses the CTB Terra Nova Series covering reading, language arts, social

studies, math, and science in grades 3, 6, 8, and 11. It exempts LEP students depending on time spent in an ESL program, formal and informal assessment of English proficiency, and formal and informal oral language proficiency. It allows deferrals for two years. It allows accommodations that include:

*presentation:* explanation of directions, oral reading in English, oral reading in the student's native language, translation into the student's native language (Spanish), a bilingual version of the test (English and native language);

*response:* allowing students to respond in their native language, allowing students to respond in their native language and English;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* extending the testing session over multiple days and use of word lists/dictionaries.

The Virgin Islands has alternate assessments. The IDEA Oral Diagnostic test provides data on student preparedness; a state plan is being adopted to ensure that LEP students are provided with other alternate assessments that parallel the component assessment.

### Iowa Test of Basic Skills (ITBS)

**Georgia** administers the ITBS in reading, language, math, science, and social science at grades 3, 5, and 8. It allows exemptions based on formal assessment of language proficiency. It does not allow deferrals. It does not allow LEP student accommodations nor alternate assessments.

**Louisiana** uses the ITBS in language arts, math, science, and social science at grades 3, 5, 6, 7, as well as the Iowa Test of Educational Develop-

ment (ITED). The state allows testing exemptions for LEP students for two years. It offers accommodations that include:

*presentation:* repeated directions;

*setting:* taking the test alone in a carrel, in a separate room, or in a small group;

*timing/scheduling:* extended testing during a single day, more breaks, and extending the testing session over multiple days;

*other:* It also allows use of word lists/dictionaries, and administration of the test by the ESL teacher or by the person who provides language services.

**Mississippi** uses the ITBS and Tests of Achievement and Proficiency (TAP) Survey in reading and math in grades 4 through 9. It allows exemptions for LEP students based on the student's time in the US and informal assessment of English proficiency. It allows LEP student deferrals for two years. It does not allow LEP student accommodations nor alternate assessment.

**Washington** uses the ITBS in reading and mathematics at grades 3 and 11 and the ITED in reading, mathematics, and language arts at grade 8. The state allows LEP student exemptions based on the student's time in an ESL program and formal assessment of English proficiency. It allows one-year LEP deferrals. It allows accommodations that include:

*presentation:* administration by someone familiar to the student, and translation of directions;

*setting:* taking the test alone in a carrel or in a separate room;

*timing/scheduling:* allowing more breaks, and extending test sessions over multiple days.

It does not allow alternate assessments.

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