Context:

Newcomers in California's classrooms

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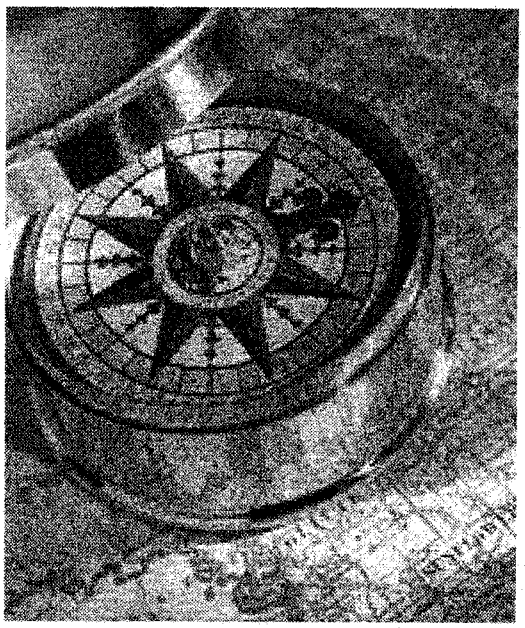
Beyond the registration form

On the first day of school, 1979, the principal of my school in Rancho Cordova called me over, and as I approached, I saw a clutch of scared Asian children hiding behind him. All the regular classroom teachers were standing on the blacktop, heading up orderly lines of 34 children, waiting for the morning bell to ring. As a resource teacher who worked with groups of struggling learners in a pull-out program, I didn't have 34 children assigned to me on that first day.

These six children, the principal informed me, would be in my first pull-out group. I'd teach them English. There I stood, in front of a little line of six children, wondering who they were.

It turned out that these kids were refugees from Vietnam, part of the forty or so families housed in one of our crumbling apartment houses by Catholic Social Services. They were all fifth-graders, and had been bussed from their home school to our school. I remember two of them clearly.



Duc and Hai. Duc, a wisp of a boy, wore a woman's flowered polyester blouse and a pair of cartoon-figured pajama bottoms, with plastic thong sandals on his feet.

I looked at his name and toyed with its pronunciation: Duck? Duke? When I asked him his name (What-is-your-name? Loudly and slowly.), he responded with a familiar initial consonant phoneme, /d/, followed by a vowel that reminded me of my high school French class struggles with the vowel in "bleu." Duc. The final consonant wasn't really there, more of a stop to the flow of sound, not a crisply released /k/ that is part of English. I realized there were sounds in this boy's language that couldn't be spelled in English, and that I wasn't sure how to call his name. Hai's name was easier: not "hay" but "hi," a friendly hello. Since I knew "mai tai," I could relate to his name. Later I would learn that both names had distinctive tonal patterns that would have to be memorized, since English had no way to represent the tones that were as much a part of their names as the vowels and consonants.

Duc and Hai, and the other four children whose names I've forgotten, provided me with the beginning of anthropology in the schools. We all thought at the time that

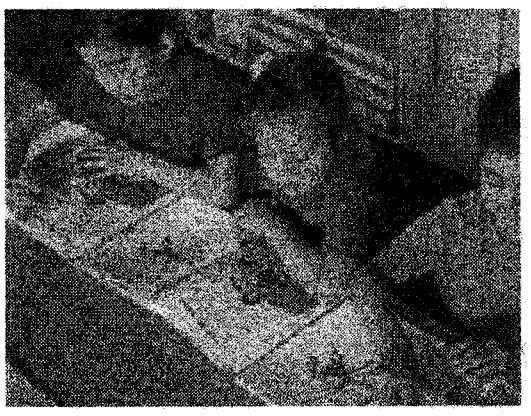
In this issue

the presence of non-English speaking Asian children in our schools was a temporary situation, not worth the investment of time or energy to design a program. Most of the Asian students left the district six or seven years later, to be replaced by new refugee children from the former Soviet Union. Different names, different alphabets, different ways. Many of the questions turned out to be the same. The program we didn't design emerged.

A California principal, coordinator, or administrator can expect to open the school doors on any given morning to children who are different from all those who study within. Twenty years after Duc's appearance, some schools are just now greeting linguistically and culturally different children for the first time, and the variety of languages and cultures can be bewildering.

A recent report indicates that there are 400 languages spoken by the people of the United States. Our experience with Duc, whose family came from Dao Tching Lan Xan, a remote fishing island off the coast of Haiphong, Vietnam, and with Hai, whose family came from Cholon, the Chinese Saigon, and later with the family of By Khang, Lue Vang, and other Hmong from the mountains of Laos, taught us that all 400 language groups are not important at the same time. We learn about one group at a time, and once we've learned about two or three or four different groups in comparison to the American language and culture, patterns begin to emerge, and that makes the learning about others, as they arrive, easier.

This article is for new principals and administrators who are facing newcomers for the first time. Ideas are in the form of bullets, bits of information that may come in handy.



- Actually fill in the registration forms for the first few families. You'll learn a lot about how to communicate with only a few words.
- Realize that Americans have *first names* and *last names*, but much of the rest of the world has *family names* and *given names*, reflecting different attitudes towards the individual.
- Ask the child's name and really listen. Ask for repetitions, and try to hear sounds that don't exist in English. Write on the registration form pronunciation hints for the child's name. Make sure that a two-part given name is not shortened into just one part, and that the parts are in the correct order. Make sure the office staff, teacher, and nurse have the pronunciation hints along with the other paperwork on the child.
- Use the Home Language Survey (required for all newly registering students in California). Find out the answers to the four key questions, but ask more. If two languages are spoken at home, find out which language the child understands and speaks best. For never-before-encountered language names, go to www.ethnologue.org and find the language and its alternate names (the languages are listed by country, so it would be necessary to know the country of origin). *Ethnologue* also provides information on the degree of literacy among speakers of the language, an important piece of information.
- Find out how many years of schooling the child has had before leaving the home country. Find out what language the teachers spoke when teaching, and the language of the books. If there appears to be no schooling or a gap in schooling, find out about conditions in the home country. Were other children of the same age and region attending school? If so, why not this child? Was there war or flight from war or other disruptions that made school attendance impossible?
- Find out if the family lived in a city or a town or a village. If from a village, was

there a school? If so, how many years did children usually attend school (typically 3, 5, 6). If from a town or a city, how many years of school did children usually attend school (typically 9 or 10). Did it cost money to go to school or to board with a family in town in order to attend school? I'd ask if the children learned English in school. Finally, I'd ask if there were any problems that made learning difficult.

- Find out the name of the country of origin, the reasons for coming to the United States, and why the family chose to live in this area. Newcomers are generally immigrants, refugees, sojourners, and American-born children of recent immigrants or refugees (who have similar needs when first entering school). Refugees are actually a subgroup of immigrants, and their reasons for coming to the U.S. are much different from voluntary immigrants and sojourners (those who live part of the time here and part of the time in another country). I'd want to know the conditions in the country from which refugees have come. There are several websites that provide both background information and current conditions on refugee-producing countries: www.unhcr.org, www.uscr.org, www.cal.org/corc, among others. An internet search for "resettlement" plus the name of the country or ethnic group, will bring up centers in the U.S. for different groups. The sites themselves or a phone call to the center will open doors to all kinds of information important to understanding the backgrounds of refugee students, including how to pronounce names, dictionaries, and sources for background information. Another publication (print and CD), Culture-Grams (www.culturgarms.com) provides a 4-page brief on the country and its population (unfortunately, there is no "Hmongland" or "Mienland," marking an important distinction between nationality and ethnic identity). In general, groups who arrive as non-refugee immigrants will have both educational and vocational backgrounds that make transition to English-based schooling easier. Among refugees and sojourners, we are likely to find the parents both highly educated professionals and unschooled laborers or self-sufficiency farmers or fishermen. There's a great deal of variation between English learners, and the type of instructional approach, support, and timeline for fluency varies as well.
- Find out who the relatives are in the area. Find out if there are connections between people (lived in the same village, belong to the same church, work for the same company).
- Find out about the role of literacy in the family and within the immediate family or neighbors. Some groups arriving on your school's welcome mat will not have written languages at all; some have languages that have only recently been encoded and daily living does not depend on use of print; others have language traditions that reach back centuries, with cultural priorities and values that emphasize the ability to use writing tools and to decipher books. The latter will find the learning of English and the apprehension of subject matter much easier than will the others.
- Watch the parent sign his name on the registration form in his own language: is it easy and fluent, or is it the deliberate strokes of a recently-memorized unfamiliar activity? For those whose signatures are labored, I'd like to be a fly on the wall of their homes: are there any print materials? Are there pencils, pens, crayons? How do people use print? Is it for phone numbers, accounting of shared resources, and notations of kinship links only? Do adults pick up

books, newspapers, or magazines by choice? Do children pick up print materials by choice? Does the family devote any of its limited financial resources on print materials?

- Find out if the child can read the mother tongue. If so, phonemic skills will be in place and learning a new alphabetic code will be easy. Older students will be able to use dictionaries, so remember to buy dictionaries for the office, library, classroom, and to check one out to the student. The Language Materials Project (www.lmp.ucla. edu) lists dictionaries and other materials by language. Yourdictionary.com is also a good source of dictionaries of all kinds, including subject area dictionaries. Delta Systems is an amazon.com-type website devoted to language learning materials (www.delta-systems.com). Also look for ESL dictionaries, in which the definition is not more difficult than the entry word.
- Place the new child carefully. Think about the receiving teacher: does s/he have good nonverbal language? Confident that language acquisition happens quickly? Able to think of alternate assignments that will make the new student feel successful?
- Place the student with others who speak the same language.
- If there are several English learners at a grade level, group them together, with a teacher who has training in language development.

•Place the student in grade by age.

•If there are other children at the school from the new student's language, make sure they're introduced the first day, and hopefully that they have the same lunch period.

•Schedule the child's day so there is extra instructional time from the beginning. Use the extended day to work on vocabulary, the key to comprehension.

- Identify a corpus of vocabulary work on first. Recognize that a new learner of English will not be able to master 5,000 words (the number that an English-speaking kindergartner should recognize) all at the same time. Where to begin? In addition to pronouns, spatial words, a few verbs, and nouns, a new student will need to quickly learn high frequency words that make up text. Fry's and the Dolch high frquency lists are based on school reading and Sitton's apears to be based on newspapers and magazines. Have someone enter the words on a database or spreadsheet, with the level; this makes it easy to produce take-home books, flashcards, mastery lists, and so on. There are many commercial vocabulary programs for English learners, among them the classic *IDEA* kit (800 words in grammatical categories and at 8 levels) *Oxford Picture Dictionary* (4 or 5 versions, from about 800 too 2000 words, labeled pictures in thematic context), *Rosetta Stone* (computer-based vocabulary practice for older students). Speech therapy catalogues are a also good source of vocabulary picture cards. There are many online English learning sites (www.eflnet.com, www.eslcafe.com, http://webster.commnet.edu).
- Find a way to provide a link between the new English and the conceptual language to accelerate learning. Consider peers, high school students, parents, volunteers, aides, dictionaries.
- Provide teachers with the English Language Development standards (K-2, 3-5, 6-8, 9-12 for 5 proficiency levels). WestEd (www.wested.org/cs/wew/view/rs/479) provides an document that maps the ELD standards to the regular English Language Arts standards by grade level. Let teachers know that they are responsible for English language development, but that an average English learner will

travel about 20% of the distance towards fluency each year.

- Modify report cards so that English learners don't "fail" reading and writing, but rather receive a checklist of ELD standards mastered. (This is particularly useful at Beginning, Early Intermediate, and Intermediate levels of proficiency). If ELD standards are translated, schooled parents can help with the learning.
- Ask teachers to identify key words, phrases, or sentences from chapters and units, preferably those that also appear on the state's standards for science and social studies. Schooled parents can help children understand English by explaining concepts in the home language.
- Keep a file of English learners from the beginning, whether on index cards or on a database program. Ideally, the file would be districtwide, so there would be a way to look up family relationships and even locate groups by address. Whenever possible make placement decisions by family.
- Once there are a number of newcomer students at grades 1-3, 4-6, 7-8, and 9-12, consider newcomer centers as districtwide grouping options.
- Take time to "escort" the first members of newcomer groups through unfamiliar district procedures and find ways to make American school and local district expectations clear. Those who come later will learn from the first ones. (At the same time, avoid a paternalistic tone: adults are not children, even if they're new to the country or don't speak English). The key is to make no assumptions and be prepared to explain "why."
- Find ways to establish trust with both parents and children. Bilingual aides are key to this, if the aide has the ear of those who make decisions in the school and district. Have an aide assigned to man a desk in the front office for about a half hour before school starts and a half hour after school.
- Sign up for Language Line (phone translation service for 140 languages) and learn to work 3-way conference calls.
- Have the families' languages and cultures apparent in the office environment.
- Find out if there are dietary or activity restrictions or taboos associated with particular language and cultural groups, and make accommodations wherever possible.
- Encourage parents to volunteer, even if they don't speak much English. It's particularly valuable for parents or other relatives of new non-English speaking kindergartners to volunteer —both to help their student learn the routines of school, but also to see how American schools operate and what children are expected to know and do. Find English-free tasks for these volunteers to do.
- Identify someone in the school or district to keep up-to-date on legislation, court decisions, and research from across the nation and from other countries. Center for Applied Linguistics (www.cal.org) has links to research and even an "ask language experts" e-mail service. A fairly neutral review of research on effective programs for English learners is available at National Academy Press (www.nap.edu/books/0309054974/html/).
- Look to the general-funded program to provide grouping, qualified staff, and English language development materials (or materials that integrate ELD and content instruction), and use supplemental funds to provide primary language support and materials, additional learning time, translation, and parent assistance.

Since I first worked with Duc and Hai, thousands of English learners from about 100 different language groups have passed through our district. Their children are probably now in middle school, and new adventures wait in line on the blacktop.

[—Judy Lewis, editor]

Academic Language

In previous issues of *Context*, we've emphasized the practicality of using high frequency words as a corpus of "first-to-learn words" in English. Even in newcomers' classes, there are specific words, phrasal verbs, and terms that are necessary for learning and doing work. For example, *metaphor* is not a high frequency word, but a 5th grade newcomer class teacher will need to teach recognition of metaphors (made up of high frequency words) as part of adapting grade level standards to the language levels of students. *Metaphor* is academic language. Other terms come to mind: *compare, contrast, main idea, character, plot, diagram, conjugate, describe, substitute*, so on.

The words and phrases listed on these pages came from the English Language Arts standards. While the standards are written for teachers, a look at the list reveals many words that would not be on a high frequency list, but are important for English learners to know, from the beginning levels.

Can you identify the academic language for English Language Arts for your grade level and the preceding grade levels?

abbreviation
action
action word
active voice
add
adjectives
advance the plot
adverbs
affixes
alliteration
alphabet
alphabetic order
alternative endings
analogy
analogies
analysis
analyze
answer questions
anticipate reader concerns
antonym
apostrophe
appendix
appositive
appropriate
archetypal patterns and symbols
article
ask
atlas
audience
author
author's message
author's intent
author's purpose
authoritative source
autobiography
autobiographical
back cover
ballad
beginning of the story
beginning sound
bias
biased
bibliography
biography
biographical
blend sounds
body of the letter
brackets
broadcast media
business letter
cadence
capital
capitalization
capitalize
card catalog
categories of words
cause-and-effect pattern
central idea
chapter heading
character's traits
characteristics
characterization
characters
charts
chronological order
citation
cite
clarify
clarifying questions
clauses
clear and well-supported conclusion
clear purpose
climax
closing
coherence
coherent
coherent thesis
colon (:)
combine sentences
commas
comma at end of dependent clauses
compare
contrast
compare-and-contrast pattern
comparison
complete sentence
compose
composition
compound sentence
compound words
compound-complex sentences
comprehend
comprehension
concluding paragraph
conclude
conclusion
concrete language
confirm predictions
conflict
conjunction
connect
connect ideas
consolidate
consonant blend
consumer materials
contraction
contrast
contrived
controlling idea
controlling impression
convey
coordinating conjunction
count
counterargument
couplet
create
critical detail
critique
culture
cursive writing
dash (-)
date
days of the week
declarative sentence
decode
define
definition
delete
deletion
delineated
deliver presentations
demonstrate
demonstration
denouement
dependent clauses
derive
derivation
describe
description
descriptive phrases
descriptive words
details
develop
diagram
dialect
dialogue
dictionary
different
differentiate
diphthong
direct quotation
directions
discern
discuss
display
distinguish
document
draft
drama
draw from
draw inferences
edit
effective transitions
elegy

elements
emphasize
employ
encyclopedia
end notes
ending sound
engage
English usage
epic
essay
establish
evaluate
evaluation
events
example
exclamatory sentence
exhibit
explain
explanation
expository text
extract
fable
facial expression
fact and opinion
fact
fairy tale
fallacious reasoning
false and misleading information
fantasies
fantasy
fiction
figurative language
figurative meaning
final sound
find
first person
first word in quotations
first word of a sentence
first-person narration
folktales
follow
footnotes
foreshadowing clues
foreshadows
format
forming opinions
forms of prose
frame a central question
frame a key question
friendly letter
front cover
future perfect verb tense
future verb tense
general and specific language
generalization
generate
geographical names
gestures
give credit for
glossary
grammar
graphs
group related ideas together
hidden agendas
high-frequency words
historical periods
holidays
homograph
homophone
how question
hyperbole
hyphen
hypothesis
ideas
identify
idiom
illustrator
image
imagery
imperative sentence
improve
in detail
include
incomplete sentence
incorporate
indefinite pronoun
indent
independent clause
index
infinitive
inflectional forms
information
information report
initial sounds
insights
instruction manual
interpret
interpretation
interrogative sentence
irony
irregular plural
irregular verb
issues
italics
judgement
justify
left to right
legends
legible handwriting
letter to the editor
letters
life experiences
line length
literal meaning
literary characters
literary elements
logic
logical fallacies
logical notes
long-vowel sound
lowercase
lyric
main idea
major character
make inferences
make predictions
manuscripts
maps
match
meaning
mechanics of writing
medial sounds
metaphor
minor character
modifier
modify
months
mood
most significant detail
motivation
motive
move through
multiple meanings
multiple-paragraph expository composition
multiple-paragraph narrative composition
multiple-step instructions
multisyllabic words
musical composition
myths
names of magazines
names of people
names of newspapers
narrative
narrative devices
narrative presentations
nonfiction
nonsense words
note
noun
novel
novella
objective
ode

offer
omniscient
one-step written instructions
one-syllable word
onomatopoeia
oral presentation
order of importance
organization by categories
organizational structure
organizations
organize
outlines
paragraph
parallel episodes
parallel structures
parallelism
paraphrased information
parentheses
participial phrase
participles
parts of speech
passages
passive voice
past perfect verb tense
past verb tense
personal letter
personification
perspective
persuasion
persuasive presentation
phonemes
phonogram
phrase
physical description
plot line
plot
plural noun
poem
poetry
point of view
portray
pose questions
possessive case
precise
prefix
premise
prepositional phrase
preposition
present perfect verb tense
present verb tense
presentation on problems and solutions
primary source
print
print media
prior experience
prior knowledge
probing questions
problem
product information
pronoun I
pronoun reference
pronouns and antecedents
propaganda
proper noun
proper salutation
proposition and support patterns
provide
punctuate
punctuation
purpose
quotation marks
quoted information
r-controlled vowels
read aloud
realistic
realistic text
rearrange
reasons
recognize
record
recount experiences
recurring themes
reference source
reflect
regular plurals
regular verb
relate
relevance
relevant evidence
repeated sounds
repetition
repetitive patterns
report
research presentation
research process
research report
resolution
resolve
respond
response to literature
restate
restatement
retell
reveal
review
revise
rhetorical device
rhyme
rhyming words
rhythm
rising action
root words
roots
salutation
secondary sources
seek information
segment
select
semicolon (;)
sensory details
sentence structure
sentences
sequential order
setting
shades of meaning
share
short story
short-vowel sound
show
show awareness
signature
signpost words
simile
single-syllable words
singular noun
singular possessive pronouns
situation
slanted
sonnet
sounds in syllables
spatial order
speak
speaker's attitude
speaker's opinion
special events
spell
stanza
state
state a clear position
stay on the topic
stereotype
stereotyping
story
stories
story elements
story grammar
structural differences
subject
subjective
subordination
subplot
suffix
summaries
summarize

summary
support
support answers
support claims
support of the argument
support of the proposition
supported inferences
supporting details
supporting facts and details
syllabication rules
syllable
symbol
symbolism
synonyms
table of contents
tales
text
textual evidence
theme
theory
theorize
thesaurus
third person
third-person narration
title
title page
titles and initials of people
tone
top to bottom
topic
topic sentence
trace the development of
transitions between sentences
two-step written instructions
underline
underlining
understand
understanding
unity
uppercase
use
verbal cues
verbs
verbs agree
verify
verifiable facts
vocabulary
vowel digraphs
warranties
what question
when question
where question
who question
word choice
word families
word order
word origins
words at the beginning of sentences
words
works of art
write

Academic Language: English Language Arts Standards, K-8

The list of words on these pages comprises vocabulary used in California's English Language Arts standards for grades K-8. English learners will need to understand these concepts if they are to succeed in performing at acceptable levels on state exams, including the California High School Exit Exam. Here are some activities for teachers of K-8 English learners in California:

- Highlight the concepts that apply to your grade level.
- Identify synonymous concepts and decide on one word or phrase to use consistently. For an English learner, it will be an extra burden to realize that, for example, to *give* a presentation is the same as to *deliver* one, or to *make* one. Likewise, a *controlling idea,* a *controlling impression, a central idea,* a *main idea,* a *thesis,* a *topic,* and a *theme* need to be used with some precision, or a general term needs to be used consistently.
- Look for terms that are precise, in that most people know their meanings: *verb, analogy, semicolon.* These words can be translated fairly well, and will likely have corresponding terms in the primary language (a student could look up the English word in a dictionary and find out what it means). Other the other hand, current vernacular, particularly when based on phrasal verbs, will be difficult to find in dictionaries, and will translate to imprecise approximations of the concepts. (Examples are *trace the development of, draw out, story grammar, logical notes, advance the plot.*)
- Look for unnecessary variety in usage: *discern, recognize, identify.*
- English learners who are educated and literate in their home countries can be given a list of the concepts the teacher has highlighted and can make up a personal glossary. Not only will they recognize terms when they're used, they will have a preview of what's expected.

Refugee Youth Employment

RefugeeWorks, the National Center for Refugee Employment and Self-Sufficiency has published a comprehensive volume and directory of youth employment programs across the nation that focus on youth employment and educational support programs targeted to refugee and immigrant you. *Refugee Youth Employment* is available from Refugee Works, a division of the Lutheran Immigration and Refugee Services. www.lirs.org/what/programs/index.htm

Easy English

Easy English News is a new "sheltered English" newspaper targeted for immigrant students at the high school level. For a sample, contact Elizabeth Claire at eceardley@aol.com.

Study on English Learner Schooling

The University of California at Santa Cruz has recently published "A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Executive Summary," by W.P. Thomas and V.P. Collier. To obtain a copy go to http://crede.ucsc.edu/research/llaa/1.1es.html

Bilingual Education Handbook

ABC-CLIO has published a volume entitled *Bilingual Education: A Reference Handbook,* by Rosa Castro Feinberg. For more information go to www.abc-clio.com.

African Refugee Conference

The Ethiopian Community Development Council (ECDC) is sponsoring a conference entitled *National Conference on African Refugees.* The event is scheduled for the period of May 13-15, 2002 at the Wyndham City Center Hotel in Washington, D.C. For more information call (703) 685-0510.

Technology Guide

"The YouthLearn Guide" is designed to assist supplementary programs to create and implement high-quality technology-enriched learning activities. The guide was produced, based on seven years of experience, by the Morino Institute and the Education Development Center, Inc. To purchase the guide go to www.youthlearn.org/guide.

New Resources from the ERIC Clearinghouse

"Spanish for Spanish-Speakers: Developing Dual Language Proficiency." www.cal.org/ericcll/digest/spanish_native.html

"English Language Learners with Special Needs: Effective Instructional Strategies." www.cal.org/ericcll/digest/0108ortiz.html

"Creating Web-Based Language Learning Activities." www.cal.org/ericcll/faqs/RGOs/webcall.html.

The Grantseeker

The *Grantseeker* is a new monthly periodical which provides information and assistance to educational and non-profit social service organizations. There are two separate editions, one focusing on education and the other on social services. E-mail: thegrantseeker@grantgoddess.com.

Teacher Recruitment

A report of the results of a teacher recruitment project entitled "Absence Unexcused: Ending Teacher Shortages in High Need Areas," by Beatriz Chu Clewell and Ana Maria Villegas is available through the Urban Institute. www.urban.org.

Vietnamese Students

A recent study of Vietnamese students in California examined first and second language development. The study is entitled "Development of First Language is not a Barrier to Second Language Acquisition: Evidence from Vietnamese Immigrants to the United States" by Anne Nguyen, Fay Shin, and Stephen Krashen. The article was

published in the *International Journal of Bilingual Education and Bilingualism*, 2001, V.4(3):159-164.

The Validity of SAT-9 and Education Policy and Redesignation Issues

This study looks are the validity of the SAT-9 test and the use of SAT-9 results as the basis of educational decisions. The report also contains an analysis of redesignation in the post Proposition 227 era. "Exito en California? A Validity Critique of Language Program Evaluations and Analysis of English Learner Test Scores," by M.S. Thompson, K.E. DiCerbo, K. Mahoney, and J. MacSwan appears in the January 25, 2002 issue of *Education Policy Analysis Archives*, 10(7). Read it online at http://epaa.asu.edu/epaa/v10n7.

Hispanic Child Care Bulletin

Child Care Bulletin is a Spanish/English periodical on child care resources and services for Hispanic children. The *Bulletin* is published quarterly by the National Child Care Information Center. http://www.nccic.org/ccbullet.html.

Reading for Arabic-Speaking Students

"Ideas for Building Bridges with Islamic Children and Schools" is an article about the International Reading Association's "Reading and Writing for Critical Thinking" project. The article also contains information on the Arabian Reading Association affiliate, books about children in the Islamic world, and other related IRA efforts. The article appears in the December 2001/January 2002. Go to www.reading.org/advocacy/rwct.html

CAL Update

The Center for Applied Linguistics (CAL) has reorganized their former Refugee Service Center into the Cultural Orientation Resource (COR) Center. The center houses a wide array of CAL's resources for agencies serving English learners, immigrant, and refugee students. www.cal.org/corc/.

Family Literacy Conference

The state and national Family Literacy Conferences will not only be held jointly in 2003, they will take place in California. The National Center for Family Literacy has announced that the conference will take place during the period of March 16-18 at the Long Beach Convention Center. Save the date. For more information in the future contact www.famlit.org.

2-Way CABE

The California Association for Bilingual Education (CABE) has announced the 10th Annual National Two-Way Bilingual Immersion Program Summer Conference scheduled for July 14-17, 2002 at the Hyatt Regency Hotel and Long Beach Convention Center, Long Beach, CA. For more information visit www.bilingualeducation.org.

Spring Workshops

Creative School Resources & Research announces a series of spring workshops on (1) Grant Writing, (2) Program Evaluation, and (3) Transforming Underachieving Schools into High Performing Schools. Workshops are held in Monterey, Ontario, Fresno, and Sacramento. Details are available from Creative School Resources & Research at (53) 669-3600 or workshops@grantgoddess.com.

New Publications from Teachers' College Press

- *Language Crossings: Negotiating the Self in a Multicultural World* by Karen Ogulnick.
- *Learning and Not Learning English: Latino Students in American Schools* by Guadalupe Valdes.

Go to www.teacherscollegepress.com.

At-Risk English Learners

Closing the Achievement Gap: How to reach Limited-Formal-Schooling and Long-Term English Learners is the latest work by Yvonne S. and David E. Freeman.

www.heinemann.com.

Trends in Bilingual Acquisition by Jasone Cenoz and Fred Genesee. www.benjamins.com.

New Electronic Journal

Linguistic Discovery is a new electronic journal specializing in lesser-studied and endangered languages. Go to http://linguistic-discovery.dartmouth.edu.

Cambodian, Laotian & Vietnamese

The 22nd Annual National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese-Americans (NAFEA) Conference will be held May 23-25, 2002 in Minneapolis & St. Paul, MN. Contact Samlong Inthaly at (651) 592.4544 or Dinh Vanio at (515) 242-7784, E-mail: nafea2002@aol.com.

14th Refugee Educators' Faire

The 14th Refugee Educators' Faire, "Southeast Asia: Crossroads of the World," was held on Saturday March 9, 2002, at Cosumnes River College in Sacramento. 426 tickets were sold and approximately 500 people were in attendance including participants, presenters, stall holders, lunch time entertainers and volunteers. The atmosphere was lively and stimulating; many people renewed old friendships and many made new contacts. It would be difficult to pick out highlights since there was so much positive feedback about the sessions. It seemed that many informational needs were met as participants responded well to George Spindler's wisdom, Elizabeth Kirton's stories, Eric Crystal's slides, and the tales of Hmong teachers, just to name a few. Many participants seemed pleased to learn about Islam and its practioners during the three sessions offered on that subject. It seemed clear that the quality of presentations was outstanding and that participants were glad to have valuable information imparted in an accessible way.

The information, books and crafts stalls were also popular, both for the participants and for the stall holders. Again the exchange of cultural knowledge was exhilarating on both sides, and several stall holders are already planning for next year. The Hmong *keng* players and Iu Mien dancers braved the cold weather to perform on the patio at lunch time, and were well received. The "Make It and Take It" sessions led by the UC Berkeley graduate students were full to the brim and demand was made for more.

The Refugee Educators' Network showed its strength by recruiting so many excellent presenters, stall holders, entertainers, volunteers and participants. This group effort created an exciting and informative atmosphere that fulfilled the on-going need that educators have for learning more about the incredible variety of students in our California classrooms.

[—Carol Dunstan]

All good things come to an end...

Context began in 1980 as a local district newsletter (*Refugee Update*), part of a Title VII staff development grant. Times change, and so will publication of *Context*. There will be two more issues after this one, finishing out volume 22.

The newsletter has had support from many people over the past years, including Dr. Van Le and David Dolson of the Department of Education and the amazing people of the Refugee Educators' Network. Locally, Doug Parrish, the district printer, has squeezed this job between all the other district priorities.

[Judy Lewis, editor]

Title III $$$: Will You Get It?

Overview

Under the new No Child Left Behind Act, the reauthorization of the Elementary and Secondary Education Act (ESEA), Congress has established a new program entitled Title III, Language Instruction for Limited English Proficient and Immigrant Students. California is scheduled to receive at least $115 million for the 2002-03 school year. The question is, will your Local Educational Agency (LEA) receive any of these new Title III funds? This article will provide you with an explanation of how Title III funding works.

Title III replaces two former Title VII programs, Bilingual Education Competitive grants, and the Emergency Immigrant Education Program (EIEP). The former will phase out as these multi-year grants complete their cycles and the grants will continue to be administered by the U.S. Department of Education. No new competitive grants will be issued. The EIEP will be discontinued after June 30, 2002.

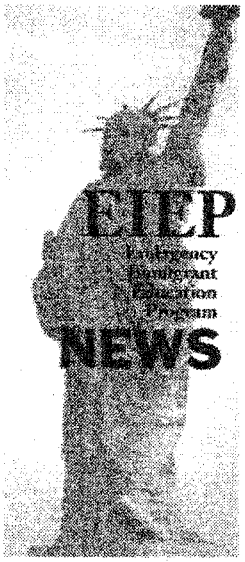
California is scheduled to receive approximately $115 million for Title III. This amount was determined according to the State's total counts of limited English proficient (LEP) and eligible immigrant students. LEP students are referred to as English learners in California. The formula used by the U.S. Department of Education to determine allocations to the States is weighted 80 percent on LEP students and 20 percent on eligible immigrant students. As the Title VII, Bilingual Education Competitive grants phase out, these funds will be redirected to Title III. Consequently, the amount of Title III funds available nationwide will grow by approximately 15-20 percent each year for the next four years.

The California Department of Education is authorized to provide Title III subgrants to LEAs (school districts, county schools of education, and direct-funded charter schools). One fund-ing stream will be for supplementary programs and services for LEP students and the other stream for supplementary programs and services for eligible immigrant students.

LEP Student Program

Approximately $101 million will be apportioned to LEAs which enroll one or more LEP students. The per pupil amount in 2002-03 is estimated at $63.70. Data from the Spring 2001, R-30 Language Census will be used for the formula allocations.

LEAs scheduled to receive a grant of $10,000 or more (an LEP student enrollment of 157 students or more) are eligible to apply directly. These LEAs will be asked to accept or decline their Title III, LEP Student Program subgrants in Part I of the Consolidated Application. The Consolidated Application will



This section of the newsletter contains notices and features from the Emergency Immigrant Education Program (EIEP), California Department of Education (CDE).

This article was developed by **David P. Dolson**, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Language Policy & Leadership Office:
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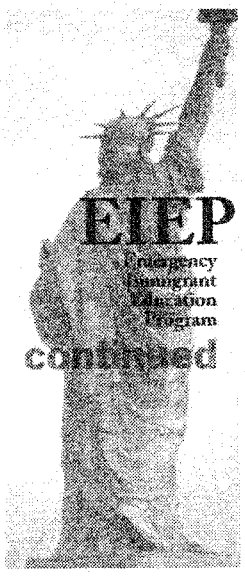

be transmitted electronically to LEAs on April 1, 2002. The deadline for submission is June 1, 2002. LEAs which fail to submit Part I of the Consolidated Application in a timely fashion may lose their eligibility for Title III funding.

LEAs scheduled to receive an LEP Student Program subgrant of less than $10,000 must apply as a member of a consortium. The total number of LEP students enrolled in the LEAs that form the consortium must equal or surpass 157 students and result in a subgrant of at least $10,000. The Language Policy and Leadership Office at the California Department of Education will handle applications for LEP Student Consortium subgrants. Again, the application deadline is June 1, 2002. To view a list of LEAs that are eligible for a LEP Student Program subgrant, go to www.cde.ca.gov/el/title3.

Immigrant Education Program

Approximately $8 million will be set aside to provide Immigrant Education Program subgrants to LEAs that have experienced a significant growth in the eligible immigrant student population over the last three years. Eligible immigrant students are defined as foreign-born pupils who have been enrolled in any U.S. schools for a period of three years or less. Significant growth is defined as a 5 percent or greater increase in 2001 as compared to the average immigrant enrollments of 1999 and 2000.

Eligible LEAs will receive Immigrant Education Program subgrants based on a formula calculated at a per pupil allocation of approximately $63.70.

LEAs scheduled to receive an Immigrant Education Program subgrant of $10,000 or greater may receive Title III funds directly. Those LEAs scheduled for an Immigrant Education Program subgrant of less than $10,000 must apply as part of a consortium. All eligible LEAs will be contacted by the Language Policy and Leadership Office and asked to accept or decline their Title III, Immigrant Education Program subgrants for 2002-03. Again, the Language Policy and Leadership Office will handle this application process and the due date for applications is June 1, 2002. To view a schedule of eligible LEAs, go to www.cde.ca.gov/el/title3.

Technical Assistance

For assistance with any aspect of Title III, contact the Language Policy and Leadership Office at (916) 657-2566. Specific questions regarding the LEP student-funding strand can be directed either Miguel Navarrette or Carolyn Macchiavelli at (916) 657-4903 and (916) 657-4681 respectively. Information on the Immigrant Program funding strand should be directed to David Dolson or Jorge Gaj at (916) 654-3883

AskNCBE No. 5:
What are the most common language groups for LEP students?

Anneka Kindler, NCBE February 2002

In 1999-2000, states reported over 400 languages spoken by limited English proficient (LEP) students nationwide. The data submitted indicate that the great majority of LEP students claimed Spanish (76%) as native language, followed by Vietnamese (2.3%), Hmong (2.2%), Haitian Creole (1.1%), Korean (1.1%), and Cantonese (1.0%). All other language groups represented less than 1% of the LEP student population. The table below shows the estimated number of speakers and relative percentages of the reported languages with over 5,000 LEP student speakers.

Language	Estimated LEP Students	Estimated % of LEPs	Dialects, variants, alternate names
Spanish	2,820,005	76.6%	
Vietnamese	86,365	2.3%	
Hmong	81,119	2.2%	
Creole (Haitian)	39,867	1.1%	includes 'French Creole'
Korean	38,984	1.1%	
Cantonese	36,826	1.0%	
Arabic	34,326	0.9%	regional Arabic dialects
Russian	34,083	0.9%	
Navajo	33,936	0.9%	Dine
Tagalog	30,303	0.8%	Pilipino, Filipino
Cambodian	27,012	0.7%	Khmer
Chinese (unspecified)	24,222	0.7%	
Mandarin	20,104	0.5%	
Portuguese	18,693	0.5%	
Armenian	15,896	0.4%	
Serbo-Croatian	15,788	0.4%	Serbian, Croatian, Bosnian, Montenegrin, Hrvatski
Lao	15,776	0.4%	Laotian
Punjabi	14,611	0.4%	Panjabi
Japanese	13,683	0.4%	
Urdu	13,044	0.4%	
Hindi	10,540	0.3%	
French	10,089	0.3%	
Ukrainian	9,982	0.3%	
Farsi	8,696	0.2%	Persian, Parsi, Dari
Cherokee	8,647	0.2%	Tsalagi, Elati
Albanian	7,571	0.2%	
Yup'ik	7,477	0.2%	Regional Yup'ik dialects
Ilocano	7,431	0.2%	Iloko, Ilokano
Bengali	6,807	0.2%	Bangla
Gujarati	6,521	0.2%	
Mien	6,521	0.2%	
Polish	6,211	0.2%	
German	6,101	0.2%	
Samoan	5,253	0.1%	
Chamorro	5,169	0.1%	
Other Languages	154,590	4.2%	
Total Language	3,682,249		

SOURCE: National Clearinghouse for Bilingual Education (forthcoming) Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1999-2001 Summary Report.

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement & Academic Achievement for Limited English Proficient Students (OELA) and is operated by the George Washington University Graduate School of Education and Human Development, Center for the Study of Language and Education.

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