

Context:

Newcomers in California's classrooms
Volume 20, No. 140, February/March, 2000

Community Heritage Language Schools

Picture this: a group of 260 Ukrainian students aged 6 to 17, along with video-toting parents, gathered on an elementary school blacktop one June Saturday morning. They have listened to a group of bandura players singing a song to thank the teachers for their dedication. Their bandura teacher, wife of a music professor at a local university, is also a recent Ukrainian arrival, who was a bandura teacher in Ukraine. (Another community school volunteer arrived as a 7-year old in the early 1950s, and grew up bilingual; her child, with few oral skills in Ukrainian, also attends the program. Yet another community volunteer who provides administrative support and materials' acquisition escaped as a young man from Ukraine in an earlier wave of refugees in 1939, before immigrants fleeing persecution were classified as "refugees.")

The assembled group has also listened to students dressed in traditional Ukrainian shirts recite memorized poems, to a small orchestra play Ukrainian music, and to the head teacher intro-

duce the 31 "graduates."

These graduates, who have finished 7 years (840 hours) of Ukrainian instruction and who have passed the final written and oral exit exams, represent refugee arrivals to the Sacramento area since 1989. Several of the students did not attend school in Ukraine and began the program with only oral Ukrainian skills. Others had a year or more of education before they arrived in the U.S. They have received recognition from the Ukrainian Education Council with certificates and feedback that they have completed a more rigorous course than those in programs in other US locations. Area high schools have granted foreign language credits based on a letter of completion from the Saturday School.

This event happened in June 1999, largely through the dedication of the Ukrainian community and the cooperation of the Williamson Elementary School staff in Rancho Cordova, California.



June, 1999: 31 graduates of the School of Ukrainian Studies at Williamson Elementary in Rancho Cordova.

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Heritage Languages

Speakers of more than 150 languages come to live in the United States, and the language shift to English is often so quick and so complete that grandparents and grandchildren can carry on only rudimentary communication. Yet the need for fluency and literacy in the languages of our global trading partners has never been greater.

Heritage language students, according to Russell Campbell of UCLA Department of Applied Linguistics and Joy Kreeft Peyton, Director of the ERIC Clearinghouse of Languages and Linguistics at the Center for Applied Linguistics, are those we also call "language minority students." They are those who speak languages other than English, no matter how fluently.

Programs designed to maintain or teach fluency and literacy in the language of one's heritage vary from private bilingual schools to charter dual immersion schools to alternative (formerly developmental or transitional bilingual) programs conducted during the regular day in public schools. Few public schools operate extended day or week or year programs for heritage languages, yet we have found that this is a great opportunity for meaningful collaboration with immigrant communities who want their children to maintain their heritage language while becoming competitive in English.

Foreign Languages in Public Schools

Forty states require foreign language instruction at the secondary level, but most instruction is directed at non-speakers of the language. Ironically, heritage language speakers often lose the skills they brought to this country, then are required to learn them again in high school or

college. The CAL website (www.cal.org) has a database of foreign language tests in a variety of languages, which provide students with the opportunity of earning foreign language credits for heritage languages (see page 10).

Only a few states mandate elementary level foreign language instruction: Arizona, Arkansas, Louisiana, Montana, North Carolina, and Oklahoma. Some other states do not have mandates but actively support elementary level foreign language instruction. For example, Delaware has several foreign language magnet schools and partial immersion programs in Spanish. Florida state standards call for foreign language instruction from prekindergarten through grade five. In Hawaii almost half of the elementary schools have some type of foreign language instruction in grades 3-6. (Data is based from 1994-96, so there may be more by now.) There is a national K-12 Foreign Language Resource Center (www.educ.iastate.edu/nflrc/) with many links.

Since the passage of Prop. 227 in California, regular day programs for learning and/or maintenance of languages other than English have become parental choice options or charter schools. In some districts, developmental bilingual programs at elementary school have become foreign language programs (Khmer at Whittier Elementary in Long Beach USD, http://psrtec.clmer.csulb.edu/Khmer_site/Bildescr.htm).

For many of the heritage languages, programs grow out of community interest and are housed in churches or community centers. Others are based in schools of their own. Several national heritage language schools networks are developing to help communities establish programs, become non-profit corporations, design classes,

The ERIC Review, Volume 6, Issue 1, Fall 1998, contains information and resources for foreign language instruction K-12. www.cal.org/ericcll, (800) 276-9834.

The 1998-99 class of the School of Ukrainian Studies.



and share resources (for example, the Chinese School Association in the United States, www.csaus.org/).

In the local Sacramento area, many languages—Korean, Spanish, Hmong, Armenian, Russian, Chinese, Japanese—are taught in churches to children of the congregation. There is a Chinese School on Elder Creek Road, which conducts after-school and Saturday programs in traditional Chinese. The Vietnamese community school has operated for years on Saturdays in the Sacramento City Unified School District. San Juan Unified School District has offered facility use for language classes taught by their bilingual aides and/or teachers; Farsi is taught as a Friday evening class. More than 500 children attend Russian Saturday School at Encina High (this program eventually received support from a federal Title VII grant).

Most programs are fee-based, with parents paying per month per child. Some operate as informal voluntary programs, much like an afterschool club, with volunteers providing the instruction and materials. Others are supported by state or federal funds provided to districts for their English learners or immigrants. Some programs are affiliated with national or international networks, and others are entirely instructor-designed. Some are designed to meet the needs of students with little to no receptive knowledge in the language, and others build and maintain the skills that children bring with them or learn in recent immigrant families.

Rancho Cordova Saturday Schools for Ukrainian and Armenian

The School of Ukrainian Studies in Rancho Cordova began as a volunteer program in a church, then broadened its base to all Ukrainian-learners regardless of religious affiliation, and began to use school district facilities on Saturdays. The district provided minimal support from categorical funds and from the proceeds of Refugee Educator Network fund-raising.

This community-organized program provided the impetus for a successful refugee grant application to the California Department of Education in 1999. The grant funds the teachers, a project manager, purchased materials, developed materials, ESL software for parent use, a translator and materials preparer, and tuition and books for community teachers to become California credentialed teachers.

The project manager works with the fledgling Eastern Armenian program, sharing forms, procedures, planning, and ideas for materials development.

The goals of the program include:

- to develop home language literacy in an extended week program with concomitant improvement in English reading comprehension;
- to foster meaningful collaboration between school staffs and parents/community; and
- to expand the pool of credentialed teachers from the Armenian and Ukrainian refugee communities.

Specific outcomes for the current year include:

- Support Ukrainian Saturday School for 300 students at 8 levels, for 120 hours.
- Support Armenian Saturday School for 80 students at 3 levels, for 120 hours.
- Identify existing proficiency tests for Ukrainian and Eastern Armenian, and standardize a method for certifying the number of hours of community school for high school foreign language credits.
- Identify and purchase or develop and print instructional materials; develop an instructional sequence for 30 4-hour classes; develop assessments.
- Provide parents of Saturday School students with multimedia-based English Language Learning & Instruction System (ELLIS).
- Provide translator/materials-developer in Ukrainian and Armenian for 2 school sites.
- Fund “Refugees to Teachers” career ladder culminating in California teaching credential for 12 Saturday School teachers.
- Disaggregate participating students’ achievement on the Stanford-9 annually to identify general academic effects of extended week instruction program in the mother tongue.

Critical Elements

Six years’ experience with the Ukrainian Saturday School has uncovered several elements critical to the program’s success:

- *Linguistic community* who rises to the challenge “bring us the teachers, the plan, and the students, and we’ll help you with the site and materials.”

- *Site principal* who promotes extended week, mother tongue literacy, parent involvement projects important to the parents, and shared use of the facility.
- *Regular classroom teachers* who are willing to share the premises and work out inevitable problems of co-use. Providing additional consumable supplies and storage containers helps.
- *Saturday school teachers* who have experience teaching in the home country, who are selected by the community, and hired by the district as community liaisons or bilingual instructional assistants. A bonus is that these “variable” employees often become regular employees in the Monday to Friday program.
- *Site custodian* to keep the doors open and get the premises ready for Monday morning.
- *Parents* who are willing to sacrifice their weekend time for mother tongue literacy and who are willing to help in the classroom and on the playground.
- *Overseer* to keep records of attendance, test performance, certificates, performances, and so on, and to organize schedules and events.
- *Head teacher* to organize sequence of teaching and class plans, to group students, to train teachers, and to solve problems as they arise.
- *Open enrollment*—a community’s boundaries and a district’s boundaries are seldom the same.
- *Neutral orientation*—classes held in schools are not religious or political in orientation. The focus is fluency and literacy and classes are open to all who are interested regardless affiliation.
- *Teachers’ class logs*: Lesson plans and/or

The Ukrainian Saturday School involves students in opportunities to perform in front of others. Famed bandurist Olga Oleynik instructs students in bandura; in addition, there is an orchestra and a chorus. Other opportunities include “author’s day,” on which students recite poetry and essays about a selected Ukrainian author or poet. (The backdrop—a painted scene of a Ukrainian village in winter—was done by one of the Saturday School teachers.)



logs of lessons taught are collected and eventually become a teacher handbook for replacement teachers or for training new teachers. The 30 daily plans for the year are refined into class level content and proficiency standards. The final oral and written exams form the target for the 840-hour program over seven years.

- *School rules* that are nearly the same as those during the week.
- *Rituals* that publicly display and reinforce the accomplishments of the families and children.

While the Armenian program in its infancy, the project manager will help the staff develop the elements above, working this year on the first three levels.

Multi-wave involvement

Like other immigrant communities, the Ukrainians have arrived in the United States during different periods in history. A community focus on providing literacy instruction for the children provides a strong reason for individuals from earlier waves to assist more recent arrivals, despite sometimes great differences in background.

One of the founding forces of the Ukrainian Saturday School has been Bogdan Storozhuk, a local resident. He arrived in the 1930s, and retired from General Motors to our area. He has provided links to the national, international, and Ukrainian councils of education, and has donated thousands of hours and dollars to provide the administrative infrastructure for the program.

Another link to earlier waves of immigrants is Motria Tomkiw, whose parents emigrated from Ukraine to the East Coast of the United States. She attended 11 years of Saturday School programs as a child, and, according to others who know, speaks and writes excellent, high level Ukrainian. She provided Saturday School lessons in Ukrainian history for several years. Her daughter, who began the program with just a little recognition of Ukrainian, now understands and speaks with ease, and reads and writes Ukrainian. When she finishes 7 or 8 years of instruction, she will be considered to have “high school” level skills, and after 11 years, “university” level skills.

Ukrainian head teacher and project manager Nadia Kalinyuk also sees the value of a community program for the newly arrived adults. Be-

cause the school's rules are close adaptations of American school policies, parents learn to anticipate and understand the differences between educational systems.

Parents who volunteer to help in the classroom, on the playground, and with special events learn work habits important to the American business sector, and gain confidence before entering an unfamiliar work environment.

Although just begun, parent use of ELLIS, software for English language development appears to have particular appeal to women with young children who are not attending school but who are eager to gain English fluency.

Heritage Languages Conference

The Heritage Languages in America conference, was held in October, 1999, in Long Beach, California, in collaboration with California State University Long Beach. This was the first major project of the *Heritage Languages Initiative*—a national effort by the National Foreign Language Center and the Center for Applied Linguistics to develop the languages of our heritage communities. Participants came from heritage language communities and schools, pre-K-12 schools, and colleges and universities, and represented researchers, federal and state policymakers, and others interested in improving heritage language teaching.

More than two dozen languages were represented—ranging from heritage languages with a long history in the United States, such as indigenous American Indian languages, Spanish, French, and German—to the languages of more recent immigrant populations from southeast Asia and other regions. This first conference shared success stories, including:

- In Glendale, California, an Armenian school with an annual budget of 2.5 million dollars provides a rigorous college preparatory curriculum in Armenian history, language and culture.
- In New Mexico, a pueblo has successfully revitalized its native language through a community-wide effort supported by leaders in heritage language research at Stanford University.
- School districts throughout California have collaborated with local Chinese heritage schools to award high school credit for students enrolled in weekend programs that meet high standards.

Priorities were announced at the conference:

- An advocacy group will work for the development of enlightened public policies supportive of heritage language preservation.
- Leading language and linguistic researchers will pool their efforts and resources through a broad-based empirical investigation.
- The Initiative will convene a research symposium on the West Coast in 2000.
- The Second National Conference on Heritage Languages in America will take place in New York City in the fall of 2001.
- A Web site on heritage language issues, print and electronic publications, and a listserv will help establish a national organization of professionals concerned with heritage language education and preservation.

More information about the conference and the work of the Initiative is available at www.cal.org/heritage. Find additional information, resources, and contact information at www.cal.org/public/heritage.htm. To be added to the Initiative mailing list, contact Scott McGinnis at smcginnis@nflc.org.

Informal Survey

Are you part of a heritage language program that uses school facilities in extended day, week, or year programs? Fax us the information at (916) 635-0174, or email us at seacrc@fcusd.k12.ca.us. We'd like to create a database of programs, from small to large. We can also forward the information to the Heritage Languages Initiative website.

Include:

- District/school address:
- Contact person/phone:
- Language:
- Days/hours:
- Description of program:
- Number of years of operation:
- Target population:
- Source of financial support:
- Is there a national or international network?
- Do high schools accept hours of study for foreign language credits?
- Do colleges accept proficiency tests for college credits?
- Other:

- Chamlian Armenian School, affiliated with St. Mary's Armenian Apostolic Church, 4444 Lowell Ave., Glendale, CA 91214, (818)957-3398, chamliau@chamliau.org
- The Krouzian-Zekarian-Vasbouragan Armenian School (Narod Network Project 2000 Participating School) Armenian-American Day School 825 Brotherhood Way San Francisco, California 94132 (415) 586-8686 or 8687

- California State University, Long Beach, Developing an on-line resource center on heritage languages. 1250 Bellflower Boulevard Long Beach, California 90840-2406 Maria Carreira, carreira@csulb.edu (562) 985-4323



Strategies & Skills

James Beal, a member of the California bar and experienced attorney, has chosen to teach elementary school instead.

He teaches anywhere from 20 to 34 newcomer students in grades 4 and 5, who have been in the US less than a year and who have no prior English experience. Currently, his site has Russian, Moldovan, Belarus, Ukrainian, Armenian, Korean, Chinese, Spanish, Hindi, and Punjabi newcomers, most of whom have some literacy in another language. However, these languages represent seven scripts in addition to the Roman alphabet.

Because no ELD program available during the past adoption was designed for a one-year quick transition to English and integration of English language development with mainstream content, James and the other teachers of newcomers at his site (Tricia Appel, Trish Maughan, Phouang Phagnasay Le, and Sina Chau-Pech) chose from the grade-level curriculum and adapted the language of lessons to drive English language development.

Contact James and the other newcomer teachers at Rancho Cordova Elementary, 2562 Chassella Way, Rancho Cordova, CA 95670, (916) 363-4874.

Strategies and Lesson Ideas for Newcomer Students

James Beal, Rancho Cordova Elementary

One of the many aspects of teaching an intermediate-level newcomers' class that I enjoy is creating lessons and materials geared to the unique needs of my classroom. There are few programs that are tailored to the specific needs of a one-year structured English immersion program with a multilingual student population. Accordingly, it can be both challenging and rewarding to develop strategies and lesson ideas that successfully foster English language development while simultaneously exposing students to grade-level content and learning expectations. I have been fortunate to work with veteran teacher Linda Dickenson, who has generously shared her insights and expertise with me.

For teachers new to newcomers' programs, I thought I might share some simple, usable strategies and lesson ideas that I have found effective to engage and challenge my students.

Word Study Skills

Verb Conjugation and Verb Tense Grid

My students' writing contained incorrect usage of verb tense and subject-verb agreement. I realized the problem derived from the absence of a systematic and simple teaching tool that could be used with any target verb and that would help organize input for beginning English speakers. This tool proved particularly effective with intermediate students who have had prior schooling and whose languages express tenses in very different ways.

In order to provide a consistent, simple framework within which to present new information, I created a simple pronoun conjugation grid for each verb tense. Students generate sample sentences for each pronoun, using a whole-class shared writing approach. Students are then tested at the end of the week on both correct conjugation and correct usage within a sentence context employing each pronoun for each verb tense.

The benefit of the grid is fourfold. First, the students begin to see patterns in our language (e.g. the ending of present tense for the pronouns "he," "she," and "it" typically end in the letter "s"). The patterns help students to anticipate the correct form of verbs they have not pre-

viously encountered. Secondly, the grid provides a conceptual framework of how verbs are constructed (i.e., form is dependent on pronoun and tense). Third, the practice of writing with verbs gives the students a basic frame with which to begin sentences of their own. Finally, the sentences provide students with an additional opportunity to practice English using the new word in all its forms; thus, learners receive sufficient repetition to commit new information to memory.

I ask students to maintain a separate folder that includes the verb conjugation and verb tense grids presented in class. These folders are then utilized as a reference resource by students during writing assignments. When proofreading any writing, I will indicate verbs that they have studied and have them check their own verb conjugation folders for self-correction of errors.

Reading Comprehension

Main Idea and Details

To teach students to search for main ideas and supporting details in their reading, I make sure that I provide an opportunity weekly to teach these same concepts in their writing. I have chosen to use a paragraph format to teach students how to organize and express their own ideas clearly and how to ascertain meaning in the writing of others.

Using the week's verb from the conjugation/tense grid, I ask students to share ideas about what type of paragraph we might write that features that verb. I then create a paragraph frame based on student dialogue and input. The frame is essentially a traditional paragraph outline: introductory sentence; supporting sentences; concluding sentence. I model the paragraph frame on the overhead projector. I leave out select portions in the sentence frames to provide each student with an opportunity to independently complete their ideas. In the initial draft, students are encouraged to complete the frames in their primary language. Then they can use primary language and English-learner dictionaries or utilize a word bank developed with the interpreter to translate their independently developed ideas. Their first drafts have moved from the language of thought to unfamiliar English. I do frame the supporting sentences with transitional markers (e.g. first, second, then, next). I do not typically model a concluding sentence or title in writing on the overhead; rather, I encourage students to develop their own.

Students can deconstruct their own or another student's paragraph in many ways. I have occasionally asked students to underline each component of a paragraph with a different color (e.g. underline the introductory sentence with blue pencil). Students might also reduce a completed paragraph to its outline form.

Functional Reading

A fifth grade mainstream teacher, Amy Handley, and I devised a way to teach functional reading to our students while encouraging our newcomer and mainstream students to work together and have an authentic opportunity for the newcomers to practice their oral English skills. We translated an eight-step set of craft directions into the various primary languages represented in my classroom. Then we divided the steps; half were written in English, the other half in each of the newcomers' primary languages. Each of my students was then paired with a mainstream partner. Each student was given only half the directions, those in their primary language. By necessity each student became the teacher for his or her partner; if language limitations arose, students simply modeled the step in order to teach their partner.

This lesson can provide a springboard for various extensions, including having students rewrite the non-primary language steps entirely in their primary language, deconstructing the meaning from the modeling. Students might also write directions for an everyday procedure or simple craft emphasizing the importance of sequence and direction words.

Retelling Extension

In addition to having students retell the featured weekly language arts story, I will occasionally ask students to use the story format of the original story as a basis for the student's own creative writing. Students parallel the structure of the original story while investing their stories with characters, dialogue, and minor plot points of their own design. I can then assess their sequencing, summarization, and comprehension skills while giving the students some flexibility to incorporate original ideas in the project. The original contribution usually prompts student inquiries for new vocabulary and creates eager anticipation in students to share their re-tellings orally with the class. The read-aloud-share provides an opportunity to compare and contrast student stories with the original and with one another.

**Reading, Writing, Listening, Speaking
Student-Written Plays**

As another form of writing extension, I have had students use their original creative retelling extensions to serve as the basis for student-written plays. Students work in small cooperative groups to choose which student's work they will turn into a play. They also decide which students will play which character's parts. Each student is responsible for translating their character's part into a written dialogue that conveys sufficient meaning for the audience. Students also design their own costumes and sets. Finally, I ask that my students commit their scripts to memory for the performance. I have videotaped each performance and thrown a "wrap party" afterwards, allowing students to view their work and discuss their experiences.

The play integrates all aspects of English language development in an entertaining authentic assessment opportunity which students truly enjoy.

Reading Vocabulary

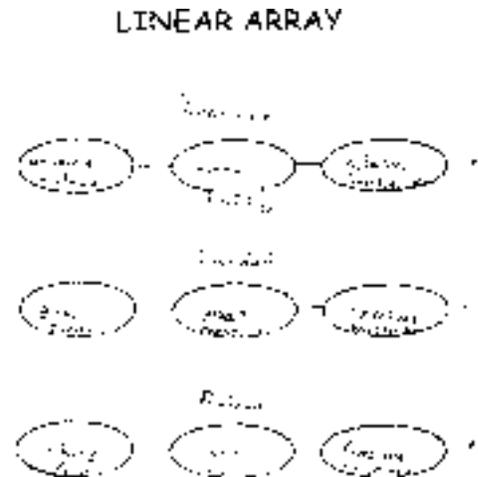
Synonyms

I attended a conference by Kate Kinsella in which she recommended using a linear array for teaching synonyms. The array offers an opportunity to teach words that represent varying degrees of the same concept and to isolate with precision the expression desired (e.g. satisfied, content, glad, happy, elated). I modified Ms. Kinsella's ideas slightly for my students' needs, adding a positive and negative symbol at either end of the array, adding a space above the array to identify the concept shared by each of the words, and shortening the array to a total of three words. The positive symbol at the right end of the array conveys the strongest expression of the concept, the minus symbol at the left end of the array identifies the weakest expression. In order to have students process the information I require that they write a sentence for each word using the word "because" after the synonym to show their understanding.

**Strategies
continued**

Staff Development Activity

- Obtain a copy of the newly-adopted English Language Development Standards and take out all the pieces labeled "Beginning."
- Go through each of the standards in *Listening & Speaking, Reading, Writing, Conventions, and Literary Analysis* for grades 3-5; mark the ones that are addressed by the activities for newcomers on these pages.
- Discuss & identify the high frequency words, stories, and social studies concepts that might be chosen as the raw material for learning English in a grades 4-5 newcomers' class.



Strategies continued

Vocabulary Development (theme approach)

I think it is important for students to apply critical thinking skills whenever possible to discover meanings, connections, or patterns themselves. If they make the connection independently I believe they will be more likely to retain the information. One way I have introduced new concepts is to give my students a set of word cards for study. One side of the card features a word in English, the other side features the same word in the student's primary language. The words all share a common trait (e.g. five pairs of antonyms, ten adverbs, and so on). I mix the cards so that no order is readily apparent and have the students take home the cards for study as vocabulary and spelling words. Additionally, I ask them to try to identify what common element links all the words. Once they have discovered the pattern for themselves and have a series of example words, I have a wonderful introductory tool to introduce a new language concept.

Math Words Vocabulary

Teaching computational skills present few substantial language hurdles. However, most newcomer students experience difficulty applying those skills in solving word problems, due to the use of grade-level and unfamiliar vocabulary in the word problems. Accordingly, it is important to teach those words or phrases which signify operations (e.g. "all together" and "in all" for addition).

In order to really ensure students have adequate exposure to math language concepts I have begun to assign nightly homework requiring students to write a simple word problem for a featured operation. I select five exemplary problems and create a worksheet of them, crediting my student authors. These worksheets serve as additional independent practice. The word problems can be visually diagrammed the following day to ensure understanding and to teach graphic strategies for understanding rela-

tionships among elements in written English.

Vocabulary Development & Note-Taking Skills

I like to introduce the skill of note-taking through a critical thinking activity that fosters vocabulary development. Using a picture file, I select an object that I believe my students are familiar with but for which they do not know the English word (e.g. lightning, lettuce). I try to preview vocabulary that may appear in an upcoming story this way whenever possible. Each student is required to take notes as we play a whole class game of 20 Questions.

Students can eliminate inaccurate guesses by referring to the notes they take about previously asked questions and answers. I encourage students to take time to study their notes before asking a question. At the close of the game, I allow students to use their primary language and English-learner dictionaries to identify the object in English and write it on a paper. Notes and guesses are turned in for teacher review.

Writing

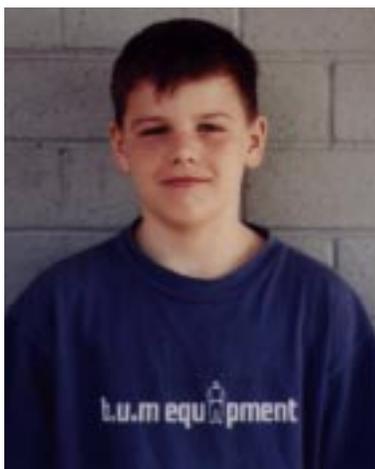
Letter Writing to Pen Pals

I believe having an authentic audience and objective for writing engages student interest and results in quality work. Consequently, my students exchange "pen pal" letters twice monthly with a class of students in Texas. The letters serve multiple objectives (e.g. how to respond to questions in complete sentences, proper letter form, and so on). The letters also serve to foster interest in people and customs in other parts of our country which can tie neatly into the study of United States geography and history.

Interviews and Biographies

Though class discussion students develop several key questions for an interview of a classmate. Then students work in pairs to interview one another, using the questions developed. The interviewer then turns the responses into complete sentences and writes a biography. Student

subject and biographer pairs then present one another to the class, orally reading their biographies. I give each student a photograph of their subject to add to their biography and then we create a student "biography wall" in the classroom.



His name is Pavel.
He is ten years old.
He is in fifth grade.
He is from Russia.
His favorite subject is math.

Parents' Rights Brochure

The California Department of Education (CDE) is distributing a brochure to promote family involvement in education entitled "Parents' Rights." Assembly Bill 1665 (Torlakson, 1998) spells out 15 specific rights of parents. Copies of the brochure are available on the web at www.cde.ca.gov/iasa/parntrts.html.

Census in School Project

"Making Sense of the Census 2000" is designed to help students and their families understand the importance of the census. Educational kits developed by Scholastic, Inc. for the Census Bureau are available at: www.census.gov/dmd/www/schindex.htm.

Letters to parents containing an explanation of the Census will be available in English, Spanish, Chinese, Vietnamese, Tagalog, and Korean.

For more information make a web visit to www.census.gov/dmd/www/schover.htm.

Multicultural Curricula

The Justice Matters Institute of San Francisco provides a variety of materials and teacher guides regarding multiculturalism and equal educational opportunity.

For more information visit their web page www.justicematters.org.

Talking Leaves from CREDE

The Center for Research on Education, Diversity and Excellence at the University of California-Santa Cruz publishes a newsletter entitled "Talking Leaves" which contains articles focused on minority students. The Fall 1999 issue, for example, contains features on home/school partnerships and the development of computer literacy among immigrant students and families.

For more information see www.crede.ucsc.edu.

Free E-Mail Newsletter

Multilingual Matters Ltd. (MML), publisher of excellent books and journals featuring research on language and ethnic minority populations now offers a free e-mail newsletter on their products and services as well as those of other publishers. To sign on, visit CatchWord, which is a database of on-line journals, or go directly to MML:

www.catchword.com/getstart.htm

www.multilingual-matters.com

2-Way CABE 2000

The 8th Annual National Two-Way Bilingual Immersion Program Summer Conference will be held July 16-19, 2000, at the Hyatt Regency Hotel in Long Beach.

For more information contact Marcia Vargas, 1184 Brantley Ct., Upland, CA 91786 or FAX (909) 946-1018.

Asian Pacific American Children

The State University of New York Press has published *Struggling to Be Heard: The Unmet needs of Asian Pacific Children* (\$21.95). This volume provides background information, useful tools, and resources to address the educational needs of Asian Pacific children.

For more information call (800) 666-2211 or write State University of New York Press, C/O CUP Services, P.O. Box 6525, Ithaca, NY 14851.

Educating Over-Age English Learners

The second edition of "Annotated Teacher Resource Bibliography on the Education of Over-Age Limited English Proficient Students with Interrupted or No Formal Schooling" (1999) is now available from the New York State Bilingual/ESL Network webpage at www.nysben.org

Catalogues of Material Resources

The following publishers provide catalogues of their materials and other products including publications on English language learning, bilingual education, and cultural diversity:

Educational Resources

www.edresources.com

Recorded Books, Inc.

www.recordedbooks.com

McGraw-Hill Companies

www.mhschool.com

National Reading Styles Institute

www.nrsi.com

PCI Educational Publishing

www.pcicatalog.com

Riverside Publishing (A Houghton Mifflin Company)

www.riverpubl.com

Early Childhood Direct

www.earlychildhooddirect.com

www.chimetime.com

High Noon Books

(800) 422-7249



Resources



Resources

Mien Cultural Arts Festival

March 25, 2000, Noon to 9:00 p.m.
Veterans' Memorial Hall, 968 23rd Street
Richmond CA 94804

Presented by the East Bay Center for the Performing Arts, this free festival will celebrate Mien music, dance, and other facets of the Mien world: wedding ceremony dance, new year celebration dance, farmer's dance, Mien legends.

For more information, call Elizabeth Soberanis at (510) 234-4864, E. Yoon Saelee at (510) 236-3458, or Kaochiang Saepanh at (510) 235-4435.

Enrolling Immigrants

Proposition 187, chaptered as Education Code 48215, contained a provision to exclude undocumented school-aged immigrant children from public schools. In 1995 U.S. District Court Judge Pfaelzer issued an injunction against implementation of this part of the proposition. Governor Davis decided in August 1999 not to appeal the decision.

In her findings, Judge Pfaelzer ruled that denying illegal immigrants a K-12 education is unconstitutional, citing the 1982 Supreme Court decision in *Plyler v. Doe*. In a 5-4 vote, the high court ruled that the equal-protection clause of the 14th Amendment prohibits states from denying undocumented children a free public education. The justices wrote that a child's legal residence in the country is a federal issue, but that legal residence in a school district is a district concern. The National Coalition of Advocates for Students has posted a "School Alert" that outlines protections for immigrants enrolling in school. In part, the School Alert says:

As a result of the *Plyler* ruling, public schools may not:

- Deny admission to a student on the basis of undocumented status;
- Treat a student differently to verify residency;
- Engage in any practices that "chill" or hinder the right of access to school;
- Require students to disclose or document their immigration status or make inquiries that may expose undocumented status;
- Require social security numbers as a condition of enrollment.

Recent changes in the F-1 (Foreign Student) Visa Program, which requires F-1 students to pay tuition for secondary schooling, does not change the *Plyler* rights of undocumented children. The

changes only apply to students who apply for a student visa from outside the U.S., and are currently in the U.S. on an F-1 visa (Immigration Reform Act of 1996, *Section 214 (8 U.S.C. 1184)*).

The "School Alert" is available in English, French, German, and Spanish from www.ncasl.org/alert.htm.

Parent Radio Outreach Program

supported by Sacramento City Unified School District, Multilingual Education Department

Parent education is a weekly event via the airwaves in the Sacramento area. Listeners tune into KLIB (AM 1110) from 9:00 to 10:00 p.m. to hear non-commercial broadcast of "talk radio" on topics related to education and how parents can do their part in the success of their children. Mondays are Lao; Tuesdays Hmong; Wednesdays Iu-Mien; and Thursdays Spanish.

In addition to listening to guest speakers and people from the community who have information to share, listeners can call in with questions and comments—a kind of Larry King crossed with Dr. Laura in Lao, Hmong, Iu-Mien, and Spanish. It's been an effective means of reaching people who come from orally-based societies.

For more information, to suggest ideas for topics, or to help defray the costs, call Dr. Lue Vang, (916) 264-4483.

Proficiency Testing in Foreign Languages, College Credit

New York University offers proficiency testing which can be proctored locally for:

Afrikaans, Albanian, Arabic, Armenian, Bengali, Bosnian, Bulgarian, Catalan, Chinese–Cantonese, Chinese–Mandarin (traditional or simplified characters), Croatian, Czech, Danish, Dutch, Estonian, Finnish, French, Georgian, German, Greek, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hungarian, Ibo, Icelandic, Indonesian, Irish, Italian, Japanese, Korean, Latin, Lithuanian, Malay, Norwegian, Persian, Polish, Brazilian Portuguese, Punjabi, Romanian, Russian, Serbian, Spanish, Swahili, Swedish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, and Yiddish.

Exams are evaluated for an equivalent number of undergraduate credits at U.S. colleges. A 12-point exam costs \$185, the 16-point exam \$265. The tests cover listening, reading, and writing related to everyday communication. An official letter is sent to the institution named, and an unofficial letter is sent to the student within 6 weeks. An official transcript can be requested.

Contact: Joseph Caporale, (212) 998-7117, jmc15@is7.nyu.edu. New York University, School of Continuing and Professional Studies, 48 Cooper Square, Room 107, New York NY 10003.

Application Cycle, 2000-2001

By the time you receive this edition of *Context*, the due date (March 1, 2000) for the 2000-2001 application cycle will have come and passed. On March 15, 2000, the California Department of Education (CDE) will submit the EIEP statewide application to the U.S. Dept. of Education. Traditionally, the approval of the application and funding levels for the year are announced on or around June 1.

The CDE will inform Local Educational Agencies (LEAs) as soon as notification is received from Washington. The LEAs may then begin submission of their annual planning documents (proposed budget, activities, and evaluation) which are prerequisites to obtain spending authority. Check in periodically at our web site for details: www.cde.ca.gov/cilbranch/bien/eiep.

Program Performance Reports

Based upon the input received at the Evaluation and Accountability Institute and during the January series of EIEP technical assistance workshops, we have revised the Program Performance Report forms for 1999-2000 and 2000-2001. The latest versions of these documents with accompanying instructions can be found at our web site in the EIEP Forms Library. At the library, go to the last section entitled Program Evaluation and Accountability. The section also contains a copy of the document entitled *Designing a Standards-Based Accountability System for English Learner and Immigrant Students*. That publication contains background information to assist in developing the evaluation and accountability procedures necessary to complete the annual performance report and other similar reports on English learner and immigrant student populations.

Exceptional Resources for Immigrant Programs

The last issue of *Context* contained a resource listing for *Teaching Tolerance*, a complimentary, biannual educational magazine produced by the Southern Poverty Law Center (SPLC). Now we have received our first copy and have been able to review the contents. We are so impressed by the publication that we want to recommend it to EIEP directors and other staff working with immigrant students.

First, the magazine contains a series of articles written by teachers and other educators for teachers. The articles are focused on cultural diversity and equal educational opportunity. Each issue of *Teaching Tolerance* also contains an extraordinary amount of information on human and material resources related to minority student educational programs. The resources are appropriate for students, teachers, as well as parents and community members.

A subscription to *Teaching Tolerance* is free. Simply write a letter requesting the publication on school or agency letterhead and send to: Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104 or send the letter via FAX to (334) 264-3121.

In the same letter, also request a copy of another excellent SPLC publication entitled *Responding to Hate at School: A Guide for Teachers, Counselors and Administrators*. This guide includes information on early identification of potential cross-cultural conflict in the school as well as strategies for dealing with problems as they arise. Similar to the magazine, the guide also includes a directory of resources on this and related issues.



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A Lesson Learned: Voices of Immigrant Students

May all the beings in the world be happy
-Indian Prayer

Last December, the CDE requested the assistance of the California Tomorrow Organization (CTO) to conduct the Evaluation and Accountability Institute. CTO has considerable experience and success in working with schools to improve programs for immigrant populations. One of the organization's particularly effective strategies is to systematically solicit the input of the immigrant students themselves—to give them voice in the process. It is probably a practice that is too frequently underutilized by many school administrators.

Yet the input of immigrant students can provide unique perspectives on the educational experiences of these young people. Unfortunately, such input often occurs more by chance rather than by design. One such example is a recent article written by Sankalp Ramanujam, a student at Rio Americano High School in Sacramento. She eloquently shares a profound message of importance to us all.

A Lesson Learned: Help Others, Help Yourself^a

I am the sum of my experiences.

Throughout my life many lessons have shaped my character. One memorable incident that particularly affected me was a family trip four years ago to India.

Usually on a vacation I relax as much as I can and do as little physical work as possible. All I wanted to do was relax in the Indian hotel bed and watch the local TV shows that try so hard to mimic our American ones. One day, though, my father burst through the door and challenged, "Sankalp, I want you to see an orphanage." I pleaded to stay, but he insisted on me coming so that I could see a different side of India.

Fighting my laziness, I decided to obey my father's wish. I didn't really want to go to the orphanage because I already had seen poverty and suffering enough in India to make me depressed.

The orphanage was in the slum area of the city of Chennai. It consisted of a few run-down buildings surrounded by a tattered compound. The ground was covered with dust and soot that came from the exhaust pipes of the passing automobiles.

As my father and I entered through a small

dining hall, I saw 30 children, all wearing the same faded blue and white uniforms, seated in four rows. In front of each child was a banana leaf in place of a costly plate. Each innocent face had a distinct expression of hunger. There were bags of rice and chips next to the steaming pots of Indian stew in the back corner of the room. "Sankalp, get a bag of chips and start distributing," my father ordered. I was hesitant; however, my father gave me a bag of chips and I was obliged to carry out the task.

I grabbed the bag and walked tentatively toward a small boy. He wore a wrinkled uniform that was stained and dirty; he was severely malnourished with arms and legs as thin as twigs. His feet were laced with cracks caused by dry skin and were full of calluses from the absence of footwear. With moistened almond eyes and the expression of an innocent puppy, he looked as though he were starving. I placed a handful of chips on his banana leaf and he gently touched my hand in appreciation.

I looked down and saw smiles of gratitude from each orphan's face as I made my rounds. These were no ordinary smiles—they didn't convey that the orphans were merely thankful for the food, but rather for my taking the time to serve the food myself. I responded with smiles of my own, and a heart filled with satisfying warmth. The more children I served, the more blissful I became.

The orphans had no choice about living in the state of poverty, but I had the opportunity to bring them solace. For a moment, we were all brothers and sisters on this enormous world. I was like a lamp trying to spark a flame onto the other lamps. I had the power to make a difference. Even if I only helped one child, that would be enough to enrich my life.

Every year I am fortunate to return to India and contribute to the Indian people. These trips are not merely a vacation anymore, but more rejuvenation, similar to recharging a low battery. When I come back to America from every trip, I know that I have worked hard for a special cause instead of wasting my life in front of a television set.

There is a prayer that most Indians say every day: "Loka Samastha Sukhino Bhavanthu." It translates: "May all the beings in the world be happy." I hope one day that this prayer will be a reality and the world will have attained a perfect peace.

Reprinted from the *Sacramento Bee*, November 1999 with permission.

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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Highlights from the Children of Immigrants Study (CILS)

By Rubén Rumbaut

Immigrant Demographics

The “immigrant stock” of the United States today numbers about 55 million people—that is, persons who are either foreign-born (26.8 million) or U.S.-born children of immigrants (27.8 million). That figure—one fifth of the national total—does not include 2.8 million others residing in the 50 states who were born (as were their parents) in Puerto Rico or other U.S. territories, nor the even larger number who reside in Puerto Rico and the other territories. If today’s “immigrant stock” formed a country, it would rank in the top 10% in the world in population size—about twice the size of Canada, and roughly the size of the United Kingdom, France, or Italy.

Immigrant children and U.S.-born children of immigrants, the fastest growing segment of the U.S. child population, today account for nearly 20% of all American children, based on an analysis of the Current Population Surveys (CPS). In 1997, CPS data show there were 3 million foreign-born children under 18, and nearly 11 million U.S.-born children under 18 living with at least one foreign-born parent.

Immigrant families are heavily concentrated in areas of settlement. For example, fully one third of the “immigrant stock” population of the U.S. resides in California, and another third resides in Florida, Texas, and the New York–New Jersey region, with the concentrations being denser still within metropolitan areas in these states. Table 1 ranks the 8 primary metropolitan areas (PMSAs) of the U.S. with immigrant-stock populations greater than one million. In Los Angeles, 62% of the area’s 9.5 million people are of immigrant stock, as are 54% of New York and Orange County, 43% of San Diego, 29% of Chicago and Houston, 23% of Washington, DC, and 72% of Miami (tops in the U.S.). See Table 1.

Of the 26.8 million foreign-born, fully 60% arrived between 1980 and 1997, and an overwhelming 90% immigrated to the U.S. since 1960. Of those post-1960 “new immigrants,” the majority (52%) has come from Latin America and the Caribbean, with Mexico alone accounting for 28% of the total. Another 29% have come from Asia and the Middle East; the Filipinos, Chinese, and Indo-Chinese alone account for

15% of the total, or as much as all of those born in Europe and Canada combined.

Immigration, as always, is mostly the province of the young. Of the more than 24 million immigrants in the U.S. today who have come since 1960, 40% *arrived* as children under the age of 18 (sometimes termed the “1.5 generation” to distinguish them from both the “first generation” who immigrated as adults and the U.S.-born “second generation”), and another 40% arrived as young adults between the ages of 18 and 34. Only one in ten immigrated after the age of 40.

Of the 27.8 million who form the U.S.-born “second generation” (defined as those with at least one foreign-born parent), about 40% are children under 18 today, and another 16% are young adults 18 to 34—mostly the offspring of the new immigrants from Asia, Latin America and the Caribbean. About a third, however, are over 55 years old—born before World War II to parents who had immigrated to the U.S., mostly from Europe, in the early part of this century.

The increasing size and concentration of the immigrant population, added to its diverse national and socioeconomic origins and forms of adaptation, have raised significant questions about the impact of immigration on American society. Less noticed in the research literature and the public debate has been the fact that a new generation of Americans raised in immigrant families has been coming of age. Over time, its members will decisively shape the character of their ethnic communities and their success or failure. The long-term effects of contemporary immigration will hinge more on the trajectories of these youths than on the fate of their parents. The children of today’s immigrants are here to stay, and they represent the most consequential and lasting legacy of the new mass immigration to the United States.

Language Use and Language Shift

Over 90% of the children of immigrants report speaking a language other than English at home, mostly with their parents. But at the T1 survey in 1992 already 73% of the total sample preferred to speak English instead of their par-

EIEP FEATURE ARTICLE

Editor’s Note: In the Volume 20, No. 139 issue of *Context* (December/January 1999/2000) we presented an overview of the CILS and a biography of its principal investigator, Dr. Rubén Rumbaut, Professor of Sociology at Michigan State University. We also included an extensive bibliography of research on immigrant populations. In this issue, Dr. Rumbaut continues with his research analysis of immigrants in the United States with a detailed look at issues related to background characteristics, schooling, culture, and language. To respond to these issues, he again draws on data from the CILS, the largest study of its kind in the U.S., and to a lesser extent on the Current Population Surveys (CPS). The CILS followed the progress of a large sample of teenage youths representing 77 nationalities in two main areas of immigrant settlement in the U.S.: San Diego and Miami/Fort Lauderdale. The sample consisted of balanced numbers of immigrant students and U.S.-born students who have immigrant parents. Data on these youths were collected in the spring of 1992 (T1= Time Period 1) and again in 1995-1996 (T2).

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Table 1

The "Immigrant Stock" Population of the United States, and of Primary Metropolitan Areas (PMSAs) with Immigrant Stock Populations Above One Million, 1997 *

	Total Population (%)	First Generation (%)	Second Generation (%)	Immigrant Stock (%)
<i>United States</i>				
Total Population:	266,726,726 100.0%	26,845,381 10.1%	27,797,013 10.4%	54,642,394 20.5%
Children under 18:	71,206,051 100.0%	2,962,089 4.1%	10,799,755 15.2%	13,761,844 19.3%
<i>Primary Metropolitan Areas (PMSAs), in rank order</i>				
1. Los Angeles	9,547,461 100.0%	3,526,395 36.9%	2,389,024 25.0%	5,915,419 62.0%
2. New York	8,806,186 100.0%	2,900,972 32.9%	1,880,989 21.4%	4,781,961 54.3%
3. Chicago	7,793,189 100.0%	1,081,571 13.9%	1,193,271 15.3%	2,274,842 29.2%
4. Miami	2,279,644 100.0%	1,108,618 48.6%	521,419 22.9%	1,630,037 71.5%
5. Orange County	2,775,937 100.0%	926,657 33.4%	564,787 20.3%	1,491,444 53.7%
6. San Diego	2,678,255 100.0%	650,503 24.3%	501,653 18.7%	1,152,156 43.0%
7. Houston	3,992,738 100.0%	662,654 16.6%	484,286 12.1%	1,146,940 28.7%
8. Washington, DC	4,423,737 100.0%	625,456 14.1%	374,856 8.5%	1,000,312 22.6%

* Total U.S. and PMSA population estimates from the 1997 CPS; immigrant stock estimates from the 1996-97 merged CPS. "Immigrant stock" is defined as the sum of the first and second generations of the U.S. population. The immigrant stock total of 54.6 million does *not* include another 2.8 million citizens residing in the U.S. mainland who were born in Puerto Rico or other U.S. territories, as were their parents.

Source: U. S. Bureau of the Census, 1997 and 1996 Annual Demographic Files, March Current Population Surveys.

ents' native tongue, including 64% of the foreign-born youth and 81% of the U.S.-born. By the T2 survey three years later, the proportion that preferred English had swelled to 88%, including 83% of the foreign-born and 93% of the U.S.-born (See Table 2).

Even among the most mother-tongue-retentive group—the Mexican-origin youth living in a Spanish-named city on the Mexican border with a large Spanish-speaking immigrant population and a wide range of Spanish-language radio and TV stations—the force of linguistic assimilation

was incontrovertible: while at T1 only a third (32%) of the Mexico-born children preferred English, by T2 that preference had doubled to 61%; and while just over half (53%) of the U.S.-born Mexican-Americans in San Diego preferred English at T1, that proportion had jumped to four-fifths (79%) three years later. Even more decisively, among Cuban-origin youth in Miami, 95% of both the foreign-born and the native-born preferred English by T2.

A main reason for this rapid language shift in use and preference has to do with their increas-

ing fluency in English (both spoken and written) relative to their level of fluency in the mother tongue. Respondents were asked to evaluate their ability to speak, understand, read and write in both English and the non-English mother tongue; the response format (identical to the item used in the U.S. census) ranged from “not at all” and “not well” to “well” and “very well.” Over three-fourths of the total sample at both T1 and T2 reported speaking English “very well,” compared to only about a third who reported an equivalent level of spoken fluency in the non-English language. Even among the foreign born, those who spoke English very well surpassed by 69% to 41% those who spoke the foreign language just as well.

The differences in reading fluency are much sharper still: those who can read English “very well” triple the proportion of those who can read a non-English language very well (78% to 24%). The ability to maintain a sound level of literacy in a language—particularly in languages with entirely different alphabets and rules of syntax and grammar, such as many of the Asian languages brought by immigrants to California—is nearly impossible to achieve in the absence of schools that teach it, and of a community that values it and in which it can be regularly practiced.

As a consequence, the bilingualism of these children of immigrants becomes increasingly uneven and unstable. The CILS data underscore the rapidity with which English triumphs and foreign languages atrophy in the United States—even in a border city like San Diego with the busiest international border crossing in the world, or in Miami, the metropolitan area with the highest percentage of foreign-born in the country—as the second generation not only comes to speak, read and write it fluently, but prefers it overwhelmingly over their parents’ native tongue. It bears adding that these results have occurred while the youths were still residing as dependents in their parents’ home, where the non-English mother tongue retains primacy; once they leave the parental fold to lead independent lives of their own, the degree of English language dominance and non-English language atrophy is almost certain to accelerate, all the more among those living outside dense immigrant enclaves.

This pattern of rapid linguistic assimilation is constant across nationalities and socioeconomic levels and suggests that, over time, the use of and fluency in foreign languages will inevitably decline. The findings strongly indicate that the

linguistic outcomes for the third generation—the grandchildren of the present wave of immigrants—will be no different than what has been the age-old pattern in American history: the grandchildren may learn a few foreign words and phrases as a quaint vestige of their ancestry, but they will most likely grow up speaking English only. Indeed, the shift to English may be occurring at a more accelerated rate today. While the public debate over English remains contentious, what is being eliminated rapidly are these children’s ability to maintain fluency in the language of their immigrant parents, a significant loss of scarce and valuable bilingual resources not only for the individual but for the United States in an increasingly global economy.

Ethnic Self-Identity

The shifts between T1 and T2 in the ethnic self-identity of the respondents turned conventional expectations on their head—with potentially significant long-term political consequences. In San Diego the biggest gainer by far was the foreign national identity, especially among youth of Mexican and Filipino origin, apparently a backlash response to the growing anti-immigrant climate of the period (the T2 survey was conducted in the aftermath of the passage of Proposition 187 in California). In South Florida, with the exceptions of the children of Haitian and Nicaraguan origin, the biggest gains were in pan-ethnic minority group identities, such as “Hispanic” and “Black.” In both areas there was a marked decline of plain “American” and hyphenated-American identities.

In both regions change over time has not been toward assimilative mainstream identities (with or without a hyphen), but rather toward a reaffirmation of the immigrant identity for some groups, and toward pan-ethnic identities for others, as these youths (only 13% of whom self-report racially as “white”) become increasingly aware of the ethnic and racial categories in which they are classified by mainstream society. In both variants, the results point to the rise of a “reactive ethnicity” that may portend significant political alignments and commitments in their adult years. Real or imagined immigrant-bashing may provoke long-term opposition to politicians and political parties so perceived by the children of those immigrants, especially in California, which will shortly become the first “majority minority” state in the country.

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Views of the Mainstream

Despite a growing awareness of the realities of prejudice and discrimination in the U.S., children of immigrants hold a positive view of U.S. society. Reports of being discriminated against increased from 54% in T1 to 62% in T2. That increase in discrimination was reported by virtually every group, with the highest proportions found among the children of Afro-Caribbean and Asian immigrants, and the lowest proportions among Cuban youth in Miami. Among those reporting discrimination, their own race or nationality is overwhelmingly perceived to account for what triggers unfair treatment from others. Such experiences are associated over time with a higher incidence of depressive symptoms.

Still, nearly two-thirds of the respondents affirmed a belief in the promise of equal opportunity through educational achievement. Moreover, 60% of these youths agreed at T1 that “there is no better country to live in than the United States,” and that endorsement grew to 72% three years later at T2. Tellingly, the groups most likely to endorse that view were the children of political exiles who generally found a favorable context of reception in the U.S.: Cubans and Vietnamese. By contrast, the groups most likely to disagree with that rosy assessment were those who had most felt the sting of racial discrimination in the U.S.: Haitians, Jamaicans, and other West Indians.

School Performance

A question raised by the Children of Immigrants Longitudinal Study (CILS) is whether the level of achievement exhibited by these children of immigrants matched, exceeded, or fell below the grade 9-12 average for the respective school districts overall—and hence how the immigrants’ children compared to the children of non-immigrants. This question can be addressed with data from CILS and from the Miami-Dade and San Diego Unified School Districts, two of the nation’s largest school systems most affected by mass immigration. We focus first on an issue of central public policy concern: school dropouts. A precise comparison of official dropout rates is possible, since the respective school systems are the same source of information for both populations and define the dropout measure equivalently. See Table 3.

In both school districts on both coasts, a significantly greater proportion of students district-wide drop out of school than do the youth from

immigrant families. The multi-year dropout rate for grades 9-12 in the Miami-Dade public schools was 17.6 percent, or about double the rate of 8.9% for the entire original CILS sample of children of immigrants there—that is, of the 2,296 Miami-Dade public school students who were originally interviewed in 1992 in the 8th and 9th grades, 8.9% were officially determined to have dropped out of school by 1996. On the other coast, the differential was even greater: the multi-year dropout rate for grades 9-12 in the San Diego schools was 16.2 percent, nearly triple the rate of 5.7% for the CILS sample there—that is, of the 2,420 students who were originally interviewed in 1992 in the 8th and 9th grades, only 5.7% were officially determined to have dropped out of school by 1996.

The CILS dropout rates were also noticeably lower than the district-wide rates for preponderantly native non-Hispanic white high school students (13.6% in Miami-Dade, and 10.5% in San Diego). Lower dropout rates for children of immigrants were seen for both males and females, and for every racial-ethnic category. In Miami-Dade, the highest dropout rate in the district was found among non-Hispanic black students (20.2%), but the rate among Haitian, Jamaican and other West Indian children of immigrants was only 7.5%. In San Diego, among the students from immigrant families, the highest dropout rate was 8.7% for “Hispanic” students (including a rate of 8.8% among Mexican-origin youth), but even that rate was noticeably lower than the 26.5% district norm for all Hispanics, and slightly lower than the rate for non-Hispanic whites. Finally, while in both school systems the lowest dropout rates were registered by Asian-origin students (most of whom tend to come from immigrant families), on both coasts the Asian youth in the CILS sample (all of whom are children of immigrants) had lower rates still.

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Another measure of school performance, academic grade point averages (GPAs), can be examined comparatively with district-wide data from San Diego City Schools, broken down by grade level (9-12), compared against the GPAs earned in grades 9-12 in those same schools by

the CILS sample during 1992-95. The results showed that at every grade level the children of immigrants outperform the district norms, although the gap narrows over time and grade level. Only 29% of all 9th graders in the district had GPAs above 3.0 (top students with As and Bs in their academic classes), compared to a much higher 44% of the 9th graders from immigrant families; and while 36% of 9th graders district-wide had low GPAs under 2.0 (less than a C on average), only half as many (18%) of the children of immigrants performed as poorly. Those differentials decline over time by grade level, so that the advantage by the 12th grade is reduced to a few percentage points in favor of the children of immigrants. That narrowing of the GPA gap appears to be due primarily to the fact that a

Table 2

Language Preference and Proficiency Among Children of Immigrants in Southern California and South Florida (CILS Sample), in 1992 (T1) and 1995-96 (T2)

<i>Characteristics by National Origin & Time of Survey</i>	<i>Time</i>	<i>Mexico</i>	<i>Cuba</i>	<i>Other Latin America</i>	<i>Haiti</i>	<i>Jamaica W. Indies</i>	<i>Filipino</i>	<i>Vietnam</i>	<i>Laos Cambodia</i>	<i>Other Asia</i>	<i>Total</i>
Primary Language spoken at home											
% English	T 1	2.5	3.2	2.7	3.0	61.7	5.6	0.3	0.0	13.3	6.1
% Non-English	T 1	97.5	96.8	97.3	97.0	38.3	94.4	99.7	100.0	86.7	93.9
English Language											
% Prefers English											
	T 1	45.7	83.1	73.9	83.7	75.6	89.4	51.6	59.4	77.5	72.6
	T 2	73.1	94.7	89.7	93.3	95.0	96.1	74.5	75.6	87.5	87.8
% Speaks it "very well"											
	T 1	61.2	90.3	81.6	87.4	92.0	85.9	54.2	42.0	78.8	77.3
	T 2	62.4	88.9	83.6	86.7	94.0	88.4	50.6	43.8	77.5	77.9
% Reads it "very well"											
	T 1	55.3	82.7	74.4	81.5	90.0	87.2	50.0	34.6	75.6	72.4
	T 2	62.4	88.9	83.6	86.7	94.0	88.4	50.6	43.8	77.5	77.9
Non-English Language											
% Speaks it "very well"											
	T 1	55.9	33.2	41.3	21.6	14.1	11.4	36.9	40.4	25.6	33.5
	T 2	59.4	37.5	42.8	25.9	9.5	10.5	33.2	38.5	23.8	34.5
% Reads it "very well"											
	T 1	41.7	24.1	30.4	9.6	14.9	9.4	14.2	4.6	10.0	21.8
	T 2	48.2	30.5	33.7	8.1	10.0	8.3	13.5	5.3	10.6	24.4

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continued

greater proportion of students district-wide drop out of school than do the youth from immigrant families.

The children of immigrants are ambitious in their educational and occupational goals. T1 67% aspired to advanced degrees, and 42% “realistically” expected to earn an advanced degree. Those aspirations and expectations remained virtually unaltered from T1 to T2.

Among the children of immigrants, there are very large differences in all educational outcomes by national origin—results that portend a significant ethnic segmentation of the socioeconomic trajectories of these youths as they make their transition into the adult labor force. The Chinese finished high school with by far the highest GPAs and the lowest dropout rates in the study, as well as very ambitious educational goals that matched those of other Asian-origin higher-status immigrant groups (especially those from India, followed by the Japanese and Koreans). Exhibiting above average performance were the Vietnamese and the Filipinos, followed by Laotians and Cambodians—although the latter two groups also exhibited the lowest educational expectations for the future (they have the highest poverty rates in the U.S.). Jamaicans and other West Indians had lower GPAs, and the Haitians much lower still, yet nonetheless those Afro-Caribbean groups reported well above average ambitions.

Overall, the poorest performance was registered by Latin American youth, with the lowest GPAs in the sample found among the Dominicans and, unexpectedly, the highest dropout rates among Cuban youth in Miami public schools

(10.1%), followed by Mexican-origin youth in San Diego (8.8%). The dropout rate for the Cuban youth is surprising, given that they are a highly assimilated group of longer residence in the U.S. than most among the “new immigration,” of average to above average socioeconomic backgrounds, who form a majority group in a dense and diversified immigrant enclave, and who have experienced less discrimination than any other group in the CILS sample. Among those of Latin American origin, Mexican, Dominican, and Central American children showed the lowest educational expectations, while the Cubans (notwithstanding their lower GPAs and higher dropout rates) and South Americans were the most ambitious, reflecting the socioeconomic status of their parents.

While gender makes only a small difference in terms of dropping out of school, it strongly affects grades and ambitions. Female students exhibited superior academic performance compared to male students, as well as significantly higher educational aspirations and expectations.

Children who come from intact families with both natural parents present at home clearly do much better—that is, they have higher GPAs, much lower dropout and “inactive” rates, and higher aspirations—than children being raised in stepfamilies or single-parent homes. This is even more pronounced in families with lower levels of parent-child conflict. The greater the stability of the family, both structurally and emotionally, the greater the educational achievement and aspirations. Similar patterns are evident for indicators of socioeconomic status such as parental education, homeownership, and poverty.

A more cohesive, stable, and resourceful home environment leads to higher educational achievement—and in all of these respects, children of immigrants are no different from the native-born.

Students who had been classified as LEP (Limited English Proficient) by the schools at T1 remained significantly associated with lower academic achievement and far more modest aspirations by T2. FEP students (Fluent English Proficient), however, achieved higher GPAs and had lower dropout and inactive rates than both LEP and English-only students, confirming previous research findings on the positive link of fluent bilingualism with cognitive achievement.

Table 3

Multi-year (Grades 9-12) Dropout Rates, Miami-Dade and San Diego School Districts, by Race-Ethnicity and Gender: All Students District-wide vs. Children of Immigrants (CILS)

	Total	White	Black	Hispanic	Asian	Male	Female
<i>Miami-Dade Schools:</i>							
All Students:	17.6	13.6	20.2	17.8	8.7	19.7	15.3
Children of Immigrants:	8.9	7.8	7.5	9.2	6.5	9.5	8.4
<i>San Diego Schools:</i>							
All Students:	16.2	10.5	17.8	26.5	9.9	17.1	15.4
Children of Immigrants:	5.7	**	**	8.7	4.5	5.9	5.6

(** Too few cases of non-Hispanic white and black children of immigrants in San Diego CILS sample for reliable rates.)

Students who had dedicated more hours to school work in junior high at T1 did significantly better in terms of educational achievement three years later at T2—a clear illustration of the positive long-term effects of both the early inculcation of disciplined work habits and of school engagement, as well as part of the reason for the superior school performance found among these children of immigrants relative to district-wide norms. Conversely, students who spent a large number of hours in front of the television by age 14 were more prone to perform poorly in subsequent years. The negative overall effect of television on children's academic performance is illustrated by these findings.

Educational and occupational goals and values in early adolescence are themselves closely associated with remaining in school and with better educational performance. In addition, the higher were the parents' achievement expectations as perceived by their children, the higher were the students' GPAs and their own ambitions, and the lower were their dropout rates. Self-esteem scores measured at T1 were significantly predictive of GPAs and educational aspirations measured three to four years later at T2, further underscoring the effect of subjective variables in the achievement process.

More significant still is the influence of peers: the worst outcomes at T2 were associated with having close friends who themselves had dropped out of school or had no plans for college; conversely, the best outcomes were attained by students whose circle of friends consisted largely of college-bound peers. Some support is found for analyses that have pointed to the defensive development in the adolescent years of "oppositional" or "adversarial" identities which, while protective of self-esteem, disparage doing well in school as "acting white" and as a betrayal of ethnic loyalty.

CILS results depict the challenges that children of immigrants confront in their passages to adulthood in American contexts, and their progress to date through the end of adolescence and high school. These youths, overwhelmingly from Asia, Latin America and the Caribbean, face complex circumstances that add to the developmental stressors of the teen years, and exhibit wide variations among national origin groups in their vulnerabilities and resources. Despite these added challenges—or perhaps because of them—the overall picture that emerges from the study is one of noteworthy achievement and resilient ambition. Whether that can be sus-

tained as these youths make their entry into the world of work and careers in a restructured U.S. economy, as they form new families of their own, and as they seek to carve out a meaningful place in the years ahead in the society of which they are the newest members, remain as yet unanswered questions.

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Then and Now: A Comparative Perspective on Immigration and School Reform During Two Periods of American History

Laurie Olsen, in *California Perspectives, An Anthology from the Immigrant Students Project*, Vol. 1, Winter 1990: 2-11.

Olsen compares the role of the "common school" during the peak immigration period of the early 1900s to that of schools today, during another peak in immigration. The comparison brings focus to issues of reform and restructuring of education, when many of the students are immigrants.

She says immigrants occupy a much different place in American society today: "*In contrast to the turn of the century when immigrants were viewed as an economic asset, but a political threat, today's immigrants are perceived by the dominant society as an economic problem.*"

Rather than working primarily towards the goal of forging a common nationality and patriotism to forestall disunity, today's schools must prepare students for a labor market that depends on literacy. While many immigrants arrive here ready to jump into the American workplace, the great majority are underschooled, living with families that do not know the world their children must enter, and wrestling with personal and social challenges to survival in this country.

Today's immigrant children will as adults work for wages that in part support an aging, largely Anglo, Baby Boom generation as they retire. Yet immigrants come into a society edgy with tensions between the races and socioeconomic groups. Reform of schooling is also diverted by the frictions between those who view education as a means to maintain social order vs. those who see education as an avenue to social justice, within the constraints of parental choice and compulsory education.

Most reform agendas call for expanded preschool; accountability; measurable and comparative student achievement data; decentralization and autonomy in school governance; end to tracking; assuring all students have access to a common pool of knowledge; development of critical thinking skills; and value placed on diversity and multiple languages. Yet for each of these elements, our existing school system based on specialization and containment produces solutions that are acceptable to those in power and marginalizes those who are not.

"The compromise between all the groups' reform agendas has to encompass the explicitly economic interest of the business sector, the strong civil rights interests of the immigrant communities, and the social fears and political interests of the Anglo dominant public."

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Subscription: \$15 per year
(5 issues, Oct–Sept).

Individual copies: \$3.

Available online in "pdf"
format for printing at <http://mills.fcusd.k12.ca.us/ctrsite>

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