Context:

Newcomers in California's classrooms
Volume 21, No. 147, August/September 2001

Cats and Mouses: Forming Generalizations

by Judy Lewis, Editor

Watch your cat. What happens when you drag a piece of string across the floor? When you switch a long thin object in front of him? He acts as though the hunt is on, with tasty prey just in reach.

Why does this happen? Through millions of years of natural selection, the cat brain has become particularly good at responding to long thin tails of rodents as they move around. Now in hopefully rodent-free living rooms, the cat reacts to objects with similar shape and patterns of movement. With the least of visual cues, the cat concludes that the object is prey.

Watch a toddler learn to talk. She doesn't have to learn each word in a particular phrase in order to speak. The human brain has evolved to quickly develop generalizations about how words go together to make new utterances. That a child's brain develops rules or generalizations is evident each time they use a generalization to make a wrong construction: "I see mouses." "He dided it." A brain finely tuned to developing generalizations from bits of sensory input is a linguistic brain. This same linguistic (generalization-forming) facility comes into play when the brain encounters other kinds of input and from limited bits of information, forms generalizations. There are times, however, when the human brain has to override this instinctual activity.

In mid-August, just before school opened, the Department of Education posted the results of the spring 2001 Stanford-9 exam, taken by most of California's students in grades 2-11. Area newspapers selected bits of information from that website and published them in the newspapers. From these numeric clues, parents of children formed generalizations about the quality and progress of their schools. Better generalizations come from better clues (see "A Local Example," on page 3).

In late August, a Ukrainian immigrant lost his mind and slaughtered his family. Four of the victims lived in our school district, and both Rancho Cordova and Sacramento gained national and worldwide name recognition. During the week or so before the man was apprehended, people struggled to form and re-form generalizations about Ukrainians, about refugees, about immigrants, about foreign-born people in general. Like the toddler learning to refine the rules of verb usage, many in the community used additional input to redraw conclusions about Ukra religious refugees.

In early September, Rancho Cordova residents listened to midnight gunfire and hysterical sirens. Another madman had slaughtered innocents. No one mentioned his race (apparently Caucasian) or his religious background (possibly Christian) or national

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origin (US). Generalizations formed around his gun-culture instead.

Little more than a day later, the World Trade Center and Pentagon were attacked by terrorists, and innocents aboard planes became unwitting and unwilling suicide bombers. Within hours, the terrorists were identified by language (Arabic), national origin (Middle East), and religion (Islam). Within a few more hours, Sikhs (speaking Punjabi, originally from the Punjab area of India and Pakistan, or from the Fiji Islands) reported harassment and worse. How were Sikhs included in the generalization that wrapped up Muslims from the countries of the Middle East? Apparently it was male cloth headdress and black beards. The human brain is not so different from the cat brain after all.

Fortunately, the human brain does respond to new input. Generalizations are altered when faced with new inconsistent input. Generalizations reshape to accommodate anomalies. People learn that the 4th grade scores alone are not sufficient to generalize about a school's effectiveness; that deranged individuals can emerge from anyone's family; that individuals without immediately different features (race, language) are more likely to be characterized by small-group characteristics; that without clear terminology, it is difficult to speak about America's enemy.

Teachers play a central role in children's generalization formation. Teachers, though, also come in the form of journalists and reporters, preachers, politicians, talk-show hosts, celebrities, and people in the neighborhood. The challenge is for each to recognize cat-brain thinking and to overcome it with human-brain adaptability.

School teachers' roles will become even more critical as the people of the United States are united by a common enemy. Generalization formation is tightly tied to language. Language reveals society: for example, gender is important in English (pronouns force distinction between "he" and "she"), but social importance is not (pronouns do not differ for relative social rank or generation).

Television has tagged our recent horror "attack on America," defining the in-group as "Americans," and by logical extension, the out-group as "not American." I wonder if Canadians, Mexicans, Guatemalans, and Peruvians are "in" or "out"? Technically, it should be "attack on the United States," but there is no adjective for the resulting in-group ("US-ian"? United Statesian?). What about permanent residents of the United States? Are they in-group or out-group? What about people who are still regarded as "foreign," even after years, decades, or even generations in the United States? In-group or out-group? Finally, what linguistic term can we use that will encompass the various races, religions, linguistic communities and national origins, all of whom are American? What adjective or noun can be used to include Arabic-speaking people and Muslims, but exclude terrorists who speak Arabic and who call themselves Muslim?

During World War II, Germans in the United States undoubtedly suffered from backlash, but differentiating Nazi from German allowed generalizations to focus on characteristics separate from language or national origin. Was there a similar distinction for Japanese? Evidently not, given that even American-born Japanese were included in Americans' definition of enemy. As the events of September 11 play out, teachers in the media and in politics struggle with a term that will identify today's enemy narrowly enough to include the bad guys but exclude the good guys: Islamic militants, terrorists, evil-doers, al-Qaeda Network. The term chosen should not include the race or language (Arabic) or associated religion (Islam or Muslim).

Many teachers—regardless of occupation—may need better clues to refine their own generalizations as they help students with theirs. A couple of helpful websites are listed on the sidebar.

100 questions and answers about Arab Americans: A journalist's guide. www.freep.com/jobspage/arabs/index.htm

Arab American Anti-Discrimination Committee. www.adc.org/education/education.html

Portal to resources and sites, including descriptions of Arabic countries and a list of books for children. www.arab.net

Stylebook for reporting on South Asians. www.saja.org/stylebook.html

AWAIR (Arab World and Islamic Resources) has books and teaching guides for elementary, middle, and secondary schools. www.telegraphave.com/gui/awairproductinfo.html

UNHCR (United Nations High Commissioner for Refugees) has maps, country conditions. www.unhcr.ch

Drawing Conclusions about the Spring 2001 SAT-9

LEP vs. Non-LEP Performance in Reading

by Judy Lewis, Editor

In the spring of 2001, nearly all students in California grades two through eleven penciled in the score sheets for the third administration of the Stanford-9 achievement test and the first administration of the California Standards Test. The results were published in August on the Department of Education's website (www.cde.ca.gov) and in local newspapers during the next few days. Community members and parents read the numbers and either cheered or jeered. Conclusions about the relative effectiveness of schools swept through the communities. But what did these numbers actually mean?

State Trends

The line graph shows the performance of students by grade for two years, in one subtest, "Total Reading." While newspapers reported a number that combined the two, separation of the average of non-LEP (English-only and Fluent English) students from that of LEP (English learner) students would have been helpful. A couple of conclusions emerge from this graph:

- Reading performance for students of all levels of English proficiency falls dramatically between 8th and 9th grades, statewide.
- Reading performance improved some between 2000 and 2001, and improvement was greater at the lower grades for all levels of proficiency.
- There was in interesting "blip" at 4th grade that showed stronger improvement for non-LEP students. There was another "blip" at 6th grade, that showed stronger performance and greater improvement at 6th grade for LEP students.

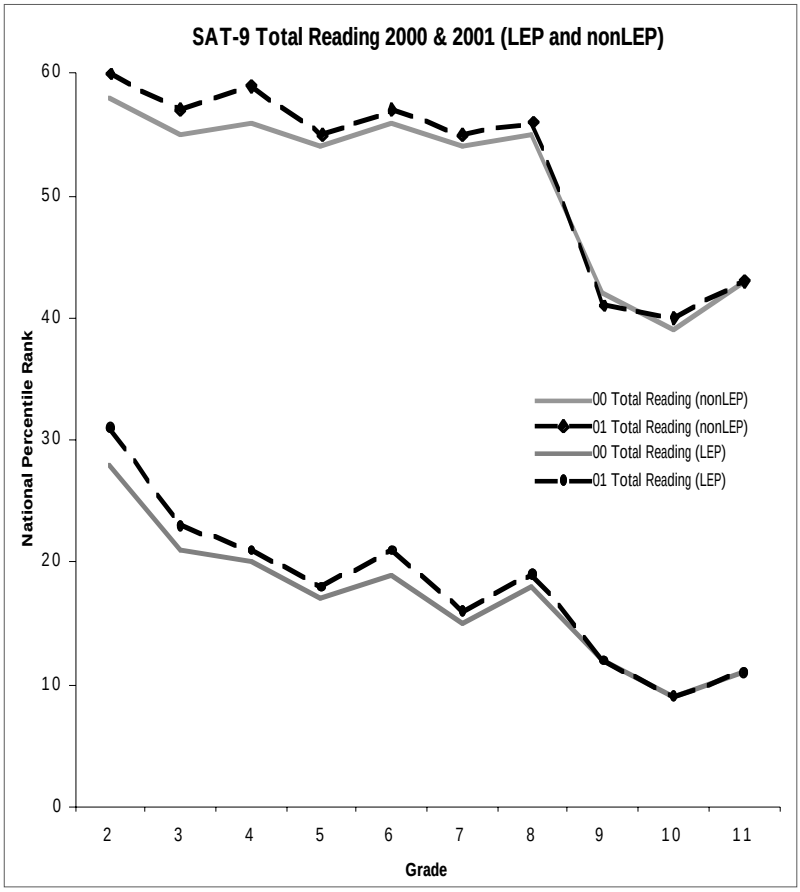
What is not evident in the graph are a couple of other facts:

- There is no uniform definition of "English learner" (LEP) in California.
- The numbers of parents who requested that their English learner children not be tested ("opt out") varied between districts and likely decreased between 2000 and 2001 due to a change in the threshold for participation in the rewards program.
- The graph doesn't include the size of the sample averaged. For the statewide averages, these numbers are large: 3.4 million non-LEP students and 1 million LEP students. With samples this large, trends have some validity.

As seen in the local example below, knowing the sample size becomes very important when looking at grade-level-sized samples. Oddly enough, the Department of Education does not publish school-level averages. If these numbers were available, it is likely that the newspapers would not have to publish small grade-level sample averages.

A Local Example

A parent stood before the microphone at a board meeting on August 23, 2001, a few days after the SAT-9 numbers were published in the newspaper. There was a list of area



Graph developed by the author from data pubished on the Department of Education website, http://star.cde.ca.gov/star2001/Reports.html (click on state reports, and use the popup menu to select "English learners" or "English only and Fluent English" students).

schools, showing the scores of the 4th graders (for elementary schools) for 2001 and 2000. He wanted answers about the decline in the scores for "total reading"—a change of 23 national percentile rank points.

The school is located in a stable neighborhood of 1960s homes. Many homes are occupied by their original buyers, while others have been purchased by families with young children. The school is also the school of attendance for children in a newer, more upscale neighborhood a few miles away. There are also some low-income apartments in the school's attendance area. In the early 1980s, there were Indochinese refugee children living there. After several changes in ownership, the apartment's population shifted, eventually becoming the object of frequent nighttime flyovers by bright-lighted helicopters, drug raids, and gang activity.

A few years ago, this large apartment complex was rehabilitated with funds for urban redevelopment. The 200 units were completely renovated, and through the grapevine, religious refugee families from Ukraine, Moldova, and Belarus heard about this new housing opportunity and applied to become its first residents. Now, three years later, a walk through the complex is a stroll through a Slavic village—lace curtains, flowers, babas pushing strollers, lots of cars, a gated community, an atmosphere of peace.

According to the active and organized manager, it takes two or three years for the families to earn enough income to exceed the low-income limits for eligibility. She says there is a waiting list of 200 or 300, mostly relatives who have since come to the Sacramento area. Here, families help one another adapt to a new life.

This village has a preschool program located onsite. An ESL program for older, less mobile adults and for mothers with young children operates after the morning Bible class in the community room finishes. Later in the day, an afterschool homework assistance program occupies the room. A Russian-speaking receptionist helps tenants do the right thing. About a hundred of the children living here attend the school in question, while another hundred go to a different nearby school.

In May of 2000, 43 English learners (LEP students) attended the school in question, which had just begun a newcomers' program for primary. A year later, in May 2001, the number doubled to 88, with the addition of a newcomers' program for grades 4 and 5. The local paper published the school's 4th grade scores as representative of the school's performance, and compared the school to others in the area. There was no indication of sample size, leaving readers to infer that the numbers were as valid as the county and state numbers.

In addition, the numbers published were for ALL students, with no separation for LEP and non-LEP students. If separated, the public would see that the influx of LEP students had not affected the performance of non-LEP students. Instead, the school's public reputation was based on the scores of one grade, with a sample size of 78, a sample that in 2000 included 9% English learners but in 2001 had 37%.

Who were the 29 students who made up the 37% of 4th graders in 2001 (up from 5 the year before)? Fifteen were at the beginning level of English Language Development standards, and six more were at the early intermediate level. Two started school shortly before test day; neither could read the Roman alphabet, although they were literate in their own languages. Another four had been in US schools for less than three months. Almost all were from Russia, Ukraine, Moldova, and Belarus. A couple had never been in school prior to arrival in the US, but most could read and write in the Cyrillic alphabet.

The quality of generalizations could be improved if:

- School averages were available for publication.
- Annual changes were identifiable for English-only students.
- The sample sizes for averages were evident.
- Population demographic changes were described.

Saturday, March 9, 2002
Cosumnes River College
8:00 to 4:30

Southeast Asia
Crossroads of the World

the 14th
Refugee Educators' Faire
For K-12 Educators and Parents

Including Exhibits and Displays

Certificated Staff Development (Buy Back Day) Opportunity
There will be four workshop sessions, each 1 hour 30 minutes, plus one half hour of multicultural experiences, qualifying participants for 6.5 hours of staff development. Participants bringing an SB 1193 Staff Development Validation of Participation form will have it validated after each workshop.

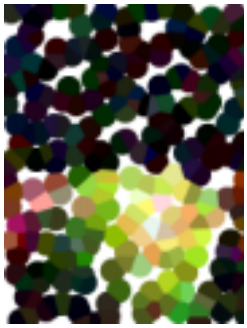
Sponsored by the
Refugee Educators' Network

A Special Selection of Multicultural/Southeast Asian Books available for preview and purchase for school and classroom libraries K-12 aligned with H-SS standards

Some of the Workshops tentatively scheduled

George Spindler (Educators as anthropologists)
Dia Cha (Teaching with folkstories of the Hmong)
Elizabeth Kirton (Status of repatriated refugees in Laos)
May Ying Ly (Inside look at *The Spirit Catches You and You Fall Down*)
Chiem-Sieng Yaangh (Mien cultural insights)
Tony Waters (Crime and immigrant youth)
John Burns (Teaching Vietnam curriculum and website)
Mai Moua Thao (A Hmong teen returns to Laos)
UCB CSEAS Visiting Scholar Program
(Integrating SEA studies into 6th grade H-SS; 1) Ramayana and 2) Spice Islands)
Linda Buckley (Linguistics of SEA languages)
Judy Lewis (Hmong primer—structure, development, use)
Carol Sharp, Nadia Kalinyuk (Saturday Schools)
Shirley Climo (Cinderella story motif across cultures)
Stephen Magagnini (Reporting on SEA issues for The Bee)
Eric Crystal (Hilltribes of Vietnam)
William Collins (Importance of teaching SEA in CA schools)
Lorie Hammond and **Lieu Fow Saetern**
(1. A Mien woman reunites with relatives in Thailand)
(2. Elementary school garden projects)
Central Valley Foundation Grant Schools Panel
(SEAsian fterschool programs)
Sith Oriyavong (Teaching in Laos and the United States)
Lue Vang (Hmong radio program for SCUSD)
Garrett Kam (The Ramayana in literature & art in SEA)
Gabrielle Guedet (Psychology across cultures)
Michelle Dellatre (SEA resources on the Internet)
Ia Moua (Hmong women circle groups)

Cost of $75 (before December 1), **$85** (after December 1) will include coffee, tea, croissants, lunch, exhibits and workshop packets w/cd. For more information email **Carol** at **cduns@cwnet.com** or **Peter** at **peterlaos@hotmail.com**, or phone the **Refugee Educators' Network** at (916) **635-6815.)**



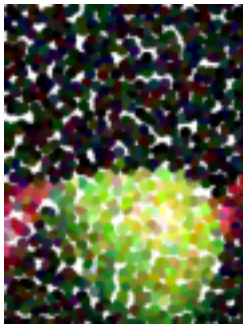
Beginning

When first learning a language, there is only a general impression of meaning. The stream of sounds gradually breaks into words and phrases. An English learner who has been in a English-speaking classroom for a month might understand that the teacher is talking about systems of the human body, or that she is asking Mary a question, or that the topic is food. The engaged listener mines clues for meaning: memories of prior similar experiences, recognition of high frequency words, cognates, repetitions, tone of voice, nearby pictures, diagrams, and the actions of others.

Provide visual clues; separate and repeat key words and phrases. Identify key concepts and find a way to link these to existing concepts in the primary language or to illustrate them.

Selected English Language Development Standards for Beginning Level

- Retell familiar stories and participate in short conversations.
- [Using transformation exercises, learn that words change forms depending on their uses as nouns, verbs, adjectives, and so on.]
- [Comprehend and use high frequency phrases and common social phrases.]
- Learn content area vocabulary and concepts (*true, false, fact, opinion, fiction, nonfiction, evidence, example, cause, effect, logic, inference, guess, conclusion*).



Early Intermediate

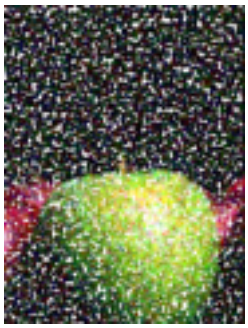
After about a year, an English learner can understand the general gist of a lesson, but will miss the details. Predictable routines and familiar assignment format will reduce the novelty, which may increase interest of English-only students, but add a layer of necessary comprehension for the English learner.

The reading vocabulary at this point is about 200 of the high frequency words. Students who are literate in the primary language will learn vocabulary faster and will not have to relearn principles of decoding.

Use of associations, synonym-antonym pairs, idiom equivalents, and clustering words by topic will help the English learner sort, store, and retrieve massive amounts of new vocabulary. Unschooled English learners will need to develop concepts, but schooled EL students benefit from translation activities.

Selected English Language Development Standards for Early Intermediate Level

- Orally identify the main points of simple conversation and stories that are read aloud, using phrases and simple sentences.
- [Identify and associate variants of words in text (discover, discovery). Identify grammatical use of variants; transform words to fit with grammatical use.]
- [Identify and understand idioms, phrasal verbs, and other written oral language that use high frequency words.]
- Orally identify examples of fact/opinion in familiar texts read to them.



Intermediate

At this level, many teachers will think that the English learner has a good command of English. The rate of acquisition of new vocabulary is faster for students who can write equivalents in their own language. Comparison of the syntax (grammar) of English and the primary language will boost writing production, but will also increase reading comprehension. Unschooled students will not have an academic understanding of the grammar of their own language, and will benefit from learning how their own language puts words together, and then comparing that to English structures. Students from unschooled families or recently written languages will also fall behind in the acquisition of new English vocabulary if there is little tradition in the families of reading outside of school. Knowledge of Greek and Latin roots will increase the rate of vocabulary acquisition.

Selected English Language Development Standards for Intermediate Level

- Retell stories about familiar activities. Learn to paraphrase.
- Recognize roots and affixes in known vocabulary (speak, speaker; un-, re-, pre-, bi-, -est, -ful; -cycle, soma-, circum-, chrono-, and so on).

[Identify groups of words in text that are phrasal verbs and other written oral language ("going to," "all over") and link them to their written text equivalents ("will," "finished" or "completely.")]

- Identify examples of fact/opinion, and cause/effect in texts or passages.

Early Advanced

English learners at this level have probably been in an English learning environment for about 4 years, and may have a receptive vocabulary of about 2,000 words. English reading comprehension lags behind oral skills and, for students with prior schooling, math operations. Teachers can boost vocabulary acquisition by finding ways for students to read more English. However, explicit teaching of grammar and vocabulary is important because it allows for comparison of the first language with English. Teachers may have to create their own grammar examples, separating the grade level standard from the vocabulary (a review of grammar books last year revealed that 5th grade books use 5th grade vocabulary). An easy way to do this is to use published examples of a 5th grade grammatical structures, rewritten with 2nd grade vocabulary as daily class exercises.

Selected English Language Development Standards for Early Advanced Level

- Retell stories or passages: character, plot, summary, analysis.
- Use roots and affixes to change known words (circulate, circulation).
- Recognize analogies and metaphors in literature and history text. Use common idioms in speaking and identify them in text.
- Distinguish between examples of fact, opinions, inference, and cause/effect in text.

Advanced

Even at this level, which is native-like, there are comprehension problems. For example, apples are not commonly-occurring fruits in all parts of the world. Green apples are not commonly used as a visual icon for "apple." There are culture-specific meanings for "apple" that need to mentioned or taught: health, teacher, autumn, America (apple pie).

Selected English Language Arts Standards

- Find evidence or use examples to support spoken ideas.
- Use roots and affixes to understand new words.
- Use common idioms, analogies, and metaphors in speaking, understand and explain them in text.
- Distinguish fact/opinion, cause/effect, and inference.

Quick Guide to English Language Development

Those who have learned a second language recall how understanding emerges over time, much like an image on the internet resolves gradually from splotches to details. There are five levels of English language development, each with a set of standards. The new California ELD Test will provide an annual "labeling" of each English learner's level.

In the shaded area above, on the far right, are four standards for regular English Language Arts. On each shaded bar to the left are equivalent English Language Development standards (brackets indicate a logical precursor to a later standard—it means that there's no equivalent standard at that level.)

DICKENSON'S VOCAB PROGRAM FOR NEW-COMERS

Linda Dickenson has been teaching newcomers for many years. She has had remarkable success with elementary and middle school students with no materials at all! The step-by-step instructions on these pages are a small but consitent and routine part of her weekly program. The program rests on a few good ideas:

•Out of the thousands of English words, there are a few hundred that are used over and over. She uses Sitton's high frequency list as a base, but Fry's list might be even better.

•Generic assignments and organizers can be used with any set of words.

•Translation to the primary language is an important part of the learning.

•A pocket chart allows for whole-class exercises with building of sentences, transforming of sentences, and substitution of different words into sentence structures.

•It's easy to teach grade level sentence structures with high frequency words.

This simple but flexible plan works. Email Linda at ldickens@fcusd.k12.ca.us for more information.

MONDAY

Activity 1: WORD INTRODUCTION.

- •Hand out new vocabulary list. (Before beginning, have students put lists in their vocabulary folders.)
- •Slowly and clearly pronounce each new word several times.
- •The students write the word phonetically in their primary language.
- •Choose students from each language to write the primary language phonetic spelling of the vocabulary word on chart paper. Keep this posted during the week.
- •Monitor each group, making sure that all of the students have completed each word before going on to the next word.
- •Give time for students to discuss the correct sounds and meanings in the primary language.
- •Have aides check for accuracy and understanding.

Activity 2: WORD TRANSLATION

- •Move students into same language groups for this activity. Students work together, using primary language dictionaries to translate the word list (have students include dictionary page number).
- •Have aides check for accuracy and understanding.

Activity 3: WORD PRACTICE

- •Alphabetize words.
- •Write words 5 times each.

Activity 4: SENTENCES

- •Have students write sentences with the vocabulary words on the simple sentence frame (this is homework Monday night). Sentences may be in English or primary language.

Activity 5:WORD SEARCH

Activity 6: CURSIVE HANDWRITING

- •Using cursive writing, students copy each word 5 times.

TUESDAY

Activity 1: SENTENCE WRITING

- •This is a whole class activity. Each vocabulary word is used in a sentence that you write and place in a strip chart.
- • Draw a student's name from the name bag.
- •Ask that student if he or she has a sentence. If yes, write that sentence on a sentence strip. If no, draw another name (do not force or coerce a student to give a response).
- •Repeat until all words are used.
- •Have students copy the sentences in English.
- •Working together in small same language groups, have students translate the sentences.
- •Ask aides to help with or check the sentences when they're handed in.

Activity 2: CURSIVE HANDWRITING

- •Using cursive writing, students copy each sentence once.

WEDNESDAY

Activity 1: GRAMMAR

- •Using sentences from Tuesday, have students identify parts of speech and list word on chart paper.
- •Use these words to write additional sentences including as many parts of speech as possible in each sentence. Illustrate

the sentences.

Activity 2: GRAMMAR

- Using subject/verb agreement chart, have class conjugate preselected verbs. Have students then write sentences for each conjugation.

Activity 3: GRAMMAR

- Using sentences from Tuesday, have students identify parts of speech using diagramming chart.

THURSDAY

Activity 1: SCRAMBLED SENTENCES:

- Cut the sentences strips into individual words.
- Deal the words out randomly to the students.
- Ask, "Who has a vocabulary word?" Call on a student whose hand is raised to place the vocabulary word in the sentence chart.
- Ask, "Who has a word to go with this vocabulary word?"
- Call on students one at a time to complete that sentence.
- Repeat for all sentences.

Activity 2: FILL-IN TEST

- Cut the vocabulary word from the sentence strips.
- Have students copy the sentences, adding the correct vocabulary word. (Although this is not "timed," I judge the frustration level of the class, and collect the papers after a reasonable time.)

FRIDAY

Activity 1: VOCABULARY WORD SPELLING TEST

Activity 2: SCRAMBLED SENTENCE TEST:

- Scramble the order of the sentences in the chart.
- Students write sentences in correct order. (Use your judgment on how long to allow students to work by observing the frustration level of the students.)

ADDITIONAL ACTIVITIES

Activity 1: DAILY ORAL LANGUAGE

- Each day choose two sentences from the previous week.
- Write the sentences on the board.
- Make several "mistakes" in each sentence.
- Have students copy the sentences correcting the mistakes.
- Choose students to come to the board to correct the mistakes.
- Discuss the corrections. Try to hold the discussion when an aide is in the room to give primary language explanations.

Activity 2: GRAMMAR

- Choose several students to write their expanded sentence from Wednesday on chart paper.
- Identify parts of speech as a whole class.

Activity 3: SENTENCE PRACTICE

- Copy the sentences omitting the vocabulary word and scrambling the words.
- Send home for Tuesday and Wednesday homework.

Students in Newcomers' Program at Mills Middle School, 2000-01.

Parent Education Videos

The Washington Research Institute (WRI) has an Outreach Project that has produced videotapes and written materials that show parents how to encourage their children to communicate. The tapes are available currently in English, Spanish, and Korean In the future, Vietnamese and Mandarin versions will also be produced.

www.wri-edu.org/bookplay

Southeast Asian Ass'n Directory

The Southeast Asia Resource Action Center (SEARAC) has produced the *Southeast Asian American Mutual Assistance Association Directory 2000.* The purpose of the directory is to link these largely unknown organizations to more mainstream agencies such as schools. The focus is on Hmong, Cambodian, Laotian, and Vietnamese groups.

www.searac.org

Information on Kosovar Immigrants

Kosovars at Fort Dix : The Story of 'Operation Provide Refuge' is the title of a new booklet produced by the Southeast Asia Resource Action Center (SEARAC) for the Office of Refugee Resettlement of the United States Department of Health and Human Services. This is one of the first publications addressing Albanian Kosovar refugees from the former Yugoslavia.

www.searac.org

Case Studies in TESOL

The association of Teachers of English to Speakers of Other Languages (TESOL) has produced another volume in its case studies series entitled Bilingual Education (edited by Donna Christian and Fred Genesee). The theme of the volume is that 'bilingual education does work' and suggests that practitioners should read about programs that make the honors list. Specifically the publication addresses (1) learning a majority language such as English, (2) maintaining an indigenous language, and (3) learning an international language, all within the context of bilingual instruction.

Another recent TESOL publication of interest is *Managing ESL Programs in Rural and Small Urban Schools* by Barney Bérubé.

www.tesol.org

Children of Immigrants Study

The University of California has just published two books based on the Children of Immigrants Study (CILS): *Legacies: The Story of Immigrant Second Generation* and *Ethnicities: Children of Immigrants in America.* Both volumes were co-authored by researchers Rubén Rumbaut and Alejandro Portes.

www.ucpress.edu/books

Top Ten Questions about L2 Learning

Stephen Cary is the author of a new Heinemann publication entitled *Working with Second Language Learners: Answers to Teachers' Top Ten Questions.* The publisher claims that the book contains ready-to-use answers to teachers' most urgent questions.

www.heinemann.com

NABE NEWS

If the March/April 2001 edition (Volume 24, Issue No. 4) of *NABE News* is any indication, this periodical has undergone a major revitalization. This issue is filled with articles reporting on research and classroom practices associated with instruction and programs for English learners. There are also updates on legislation and educational resources. The publication, now produced in a flashy magazine type format, is distributed by the National Association for Bilingual Education (NABE).

www.nabe.org

Courses in Less Commonly Taught Languages

The Center for Advanced Research in Language Acquisition (CARLA), funded by the United States Department of Education, and located at the University of Minnesota, is making it a bit easier to study another language. The Center has developed a database

on instructional courses offered to learners of less commonly taught languages. Most are listings in North America but some of the course listings of the more than 300 languages included in the directory are offered overseas. In addition to the directory, the CARLA Website contains a wealth of information on other second language learning topics.

http://carla.acad.umn.edu

Policy Brief – Proposition 10

The California Policy Research Center of the University of California has produced a "Policy Brief" (No. 8) entitled *California's Racial, Cultural, and Linguistic Diversity: Implications for Implementing Proposition 10*. The monograph looks at the issue of school readiness for children from culturally diverse families. A full report on this subject is also available.

http://healthychild.ucla.edu

Language Shift in the United States

Why Don't they Learn English?: Separating Fact from Fallacy in the U.S. Language Debate is the title of a Teachers' College Press publication written by Lucy Tse of California State University, Los Angeles. The volume looks at language acquisition and language shift patterns among representative ethnolinguistic minority groups in the United States. The review of the research indicates outcomes that challenge many current assumptions that have a pervasive influence on language policy in the United States.

www.teacherscollegepress.com

27th Annual CAFABE Summit

The California Association for Asian-Pacific Bilingual Education (CABE) will host a summit based on the theme of "*Working Together to Achieve: Outreach to the Emerging Asian Community.*" The even will be held at the Radisson Hotel, San Diego on Friday, November 16, 2001. To obtain event announcements and registration forms, contact one of the summit cochairs.

Kenji Ima, 619.295.4014, kima@mail.sdsu.edu

Rose Tran, 858.722.2185, hh3583@yahoo.com

Material Resource Catalogues

The following agencies, organizations, and firms produce catalogues of educational materials produced in whole or in part specifically for English learners and immigrant students. Some have appeared in earlier issues of *Context*.

- Blackwell Publishers: Linguistics, second language acquisition professional books and journals. www.balckwellpublishers.co.uk/online
- West Group: Barclays California Education Code (Title 5 Regulations) and CCR in print and CD. 1.800.888.3600.
- Globe Fearon Educational Publisher: ESL and Special Education. www.globefearon.com
- Teachers College Press: Social justice and multicultural issues. www.teacherscollegepress.com
- Children's Book Press: Bilingual and multicultural storybooks and other reading materials. www.cbookpress.org
- Audio Graphic Systems: Presentation and training technology products. www.agspresents.com
- Child Welfare League of America: Multicultural and bilingual reading books and related instructional materials. www.cwla.org
- Slosson: Educational testing and special needs. www.slosson.com
- The Education People, Inc.: Educational novelties. 1.800.624.1634.

The Split Horn

An award-winning documentary film that shows the journey of Paja Thao, a Hmong shaman, and his family in Appleton, Wisconsin, from the mountains of Laos to the heartland of America, pointing out his struggles to maintain ancient traditions as his children embrace American culture. This film is coming to public television in October 2001 (check local listings).

CultueGrams

CultureGrams is a good resource on national groups of the world. In paper format, each four-page guide presents updated information on greetings, lifestyles, history, gestures, dietary practices, demographics, recreation, personal appearance, religion, and holidays of 177 countries. CultureGrams is not available in electronic format as well. The only drawback is that peoples without countries are not represented fully (for example, Hmong, Mien, Khmu).

- 2002 Standard Edition. Loose-leaf or bound in two volumes. $141.99.
- 2002 Standard Edition CD-ROM includes multimedia enhancements, including native voices pronouncing key names and phrases, ambassador videos, and photo tours. $129.99 (Mac or PC).
- 2002 Standard Edition, Bundled. Both of the above. $156.99.
- Kids Edition. Reports on 50 countries, written at elementary school level. Loose-leaf or coil bound. $71.99.
- 2002 Deluxe Edition. Interactive and printable files for the Standard Edition, Kids Edition, StateGrams Kids Edition, Countries of the World. $139.99.
- All-in-One Package. Contains Deluxe CD-ROM and print editions. $239.99.

Sets also available for area or language. Educational and non-profit organizations: pay 70% of listed price.

CultureGrams, 1305 North Research Way, Bldg, K, Orem UT 84097-6200. 800.528.6279. www.culturegrams.com

Paj Ntaub Voice

A Journal Giving Expression to Hmoob Voices

This is a literary arts journal with pieces in English and in Hmong, illustrated with photographs, drawings, and graphics. The goals of the journal are: to build a body of Hmong writers and artists; to promote writing by Hmong writers and writing about the Hmong; to create a community forum for issues that affect the Hmong; and to celebrate and affirm Hmong writers. Funding is provided by the Metropolitan Regional Arts Council, Center for Hmong Arts and Talent, and Star Tribune Foundation. Editor: Mai Neng Moua. Design/layout: Xai Xiong.

Each journal is $5.00. Examples: *Gender & Identity* (Vol. 6, No. 1), *Dating, Sex, and Marriage* (Vol. 7, No. 1, Summer 2000), *Silence* (Vol. 7, No. 2, Winter 2001).

c/o CHAT (Center for Hmong Arts and Talent), 995 University Avenue West, Ste 220, St. Paul, MN 55104. 651.603.6971.

CHAT

Center for Hmong Arts and Talent.

Mission: To nurture and develop Hmong artists.

Goals: To train young artists in Hmong aesthetics; to provide leadership training for Hmong artists; to provide opportunities for Hmong artists; to advocate for the Hmong community through the arts. Projects include:

- *Paj Ntaub Voice* (above)
- *CHAT* TV. Community television program that addresses issues in the changing Hmong community.
- *Pom Siab Hmoob Theatre*. New original plays and previously produced plays (*Hmong Tapestry: Voices from the Cloth*; *Hmong! The CIA's Secret Army*). New play in the fall of 2001 will address the social effects of Hmong polygamy.
- Exhibition of visual artists.
- Youth arts program (age 10-18): ceramics, video production, visual arts, literary arts, jewelry-making, traditional instrument-making, theatre arts.

995 University Avenue, Ste 220A, St. Paul, MN 55104. 651.603.6971. CHAT220A@aol.com

Healthy House

Central Valley Healthcare Interpreter Training Project

Three-year project to train bilingual people to be healthcare interpreters.

1729 Canal Street, Merced CA 95340. 209.724.0102. Hmong/Lao: 209.724-0166.

Linguistic Access

Legal bases that require that agencies provide linguistic access include the following (taken from the materials developed by Ignatius Bau, J.D., Policy Director, Asian and Pacific Islander American Health Forum, www.apiahf.org):

- California Gov't Code §7290 et seq. (Dymally-Alatorre Bilingual Services Act, 1973): "substantial" number of non-English speaking people, defined as 5% for state agencies, locally defined for county and city agencies.
- California Health & Safety Code §1259 (1990): threshold is 5% of geographic area served by the hospital or 5% of the actual patient population (applies to general acute care hospitals).
- Department of Health Services (1998): Threshhold is 3,000 eligible members in a county or 1,000 in one zip code or 1,500 in two continguous zip codes who speak a language other than English (applies to Medicaid and MediCal managed care plans).
- Managed Risk Medical Insurance Board (1999): Threshold for written materials is 5% or 3,000 members who speak a primary language other than English (applies to Healthy Families plans).
- Title VI, Civil Rights Act of 1964 (42 US Code §2000d): prohibits discrimination based on national origin (applies to any program that receives federal funding).
- Lau v. Nichols (414 US 563 (1974)): children who speak another language cannot be excluded from a meaningful opportunity to receive an education. No threshold.
- Executive Order 13166 (65 Federal Register 50121 (August 16, 2000): reaffirms Title VI and extends application to federal departments and agencies.
- Department of Justice Regulations (28 Code of Federal Regulations §42.405(d)(1): requires that public notices of potential impact of federally-assisted programs be provided in a language understandable to those who may be affected. Threshold is "significant" number or proportion; effort must be "reasonable."
- Department of Justice Policy Guidance (65 Federal Register 50123 (August 16, 2000): defines requirement to provide linguistic access to include consideration of (1) number or proportion of limited-English proficient persons in the eligible population; (2) frequency with which the LEP population comes into contact with the program; (3) importance of the service provided by the program; (4) resources available to the program.
- Department of Health & Human Services (DHHS), Office of Civil Rights (OCR) Policy Guidance (65 Federal Register 52762 (August 16, 2000): requires "meaningful access" to health and social services, including assessment, written policy on language access, training of staff, vigilant monitoring. Individuals should not use family members or friends as interpreters unless they have been advised that a free interpreter is available. Threshold for written translation is 10% or 3,000 of total eligible population, and written notice of the right to receive competent oral translation of written materials for populations with fewer than 100 persons.

Hmong Translation Initiative

Fifteen of the books in the Motheread/Fatheread curriculum will be translated into White Hmong and Green Mong languages. Nine books are currently available:

- *Ming Lo Moves the Mountain* (Lobel)
- *The Paper Crane* (Bang)
- *Quick as a Cricket* (Wood)
- *Liang and the Magic Paintbrush* (Demi)
- *The Runaway Bunny* (Brown)
- *It Looked Like Spilt Milk* (Shaw)
- *The Carrot Seed* (Krauss)
- *Leo the Late Bloomer* (Kraus)

• *The Empty Pot* (Demi)

The books are available for viewing at the website, and there are tips for reading the stories in English, in Hmong, and in Mong.

Finney Company, 3943 Meadowbrook Rd, Minneapolis MN, 55426. 800.846-7027. www.thinkmhc.org/hmong.htm

Fresno Unified School District Hmong Publications

Through a Title VII Systemwide Grant, Fresno USD has produced Hmong versions of MacMillan McGraw-Hill "Spotlight on Literacy" story books, Rigby "Literacy 2000 Make-It-Take-It" books, other story books, and song books. Contact Doua Vu.

Instructional Materials System, FUSD, 2348 Mariposa Street, Fresno CA 93721. 559.457.7353. multilingual.fresno.k12.ca.us

Latino Students in American Schools

Learning and Not Learning English (Valdés, Teachers' College Press)

This book focuses on the lives and experiences of four Mexican children at an American middle school. Valdés examines the policy and instructional dilemmas surrounding the English language education of immigrant children. She uses samples and analyses of the children's oral and written language as well as an examination of their classrooms, school, and community, to discuss the time it takes to learn English, how English language learning affects learning in other areas, the consequences of linguistic isolation, and how ESL students are tested. The book includes data on academic English development at various stages over a two-year period. The author is professor at Stanford University.

Order from 800.575.6566.

Modern Ukrainian Short Stories

George S. N. Luckyj (Englewood CO: Ukrainian Academic Press, 1995)

Revised 1973 edition of a volume used in Ukrainian language and literature courses in the United States contains 15 short stories in English and Ukrainian.

Order from Yevshan Books (www.yevshan.com) or www.brama.com

National Geographic

The September 2001 issue contains the article, "Changing America," by Joel Swerdlow (vol. 200, no. 3, pp 42-61), set in a Virginia high school. The article includes infographics showing "new Americans: their origins, their destinations."

Children of the Enemy: Oral Histories of Vietamese Amerasians and their Mothers

Steven DeBonis (McFarland & Co, 1994)

Tragedy in Paradise: A Country Doctor at War in Laos

Charles Weldon (Asia Books, 1999)

A doctor from Louisiana weaves together stories and events from the period of history that was the secret war in Laos between June 1963 and July 1974.

Harvesting PaChay's Wheat: The Hmong and America's Secret War in Laos

Keith Quincy (EWU Press, 2000).

Detailed history of political upheavals and wars in Laos beginning in the 14th century. The focus is the Hmong. Pa Chay was a messianic farmer who led an armed rebellion against the French in the 1920s.

Essential Bookmarks

If you are responsible for the administration of programs for immigrant students and/or English learners in a Local Educational Agency (LEA), you will be better able to stay abreast of developments in your field with periodic visits to the following four Websites:

California Tomorrow: A non-profit organization dedicated to creating a fair and equitable society for everyone. This group produces the highest quality materials and offers excellent in-depth trainings for school district personnel who work with and are advocates for immigrant, refugee, and English learner students. www.californiatomorrow.org

National Clearinghouse for Bilingual Education (NCBE): A resource center funded by the United States Department of Education and located at George Washington University. Gateway to information and materials regarding the education of language minority and immigrant pupils. Weekly e-mail newsletter available. www.ncbe.gwu.edu

Center for Applied Linguistics (CAL): A non-profit organization dedicated to improving communication through better understanding of language and culture. CAL carries out a wide range of activities including research, teacher education, analysis and dissemination, design and development of instructional materials and programs, technical assistance, conference planning, and program evaluation. Resources at CAL include databases, directories and several ERIC links. www.cal.org

Emergency Immigrant Education Program (EIEP): This is the EIEP Web site developed by the California Department of Education specifically for EIEP directors. These Web pages contain the latest information on EIEP funding and administration including deadlines for application and report submission. Application and report forms, accompanying instructions, and technical assistance documents are available in PDF (Portable Document Format) on the Library page. There are also links to other related programs (e.g., Title VII, ELAP, CBET, and ELIL) and resource agencies (e.g., Office of Refugee Resettlement). www.cde.ca.gov/cilbranch/bien/eiep

We suggest that you save the Web addresses of these organizations and agencies using the "Bookmark" or "Favorites" feature of your Web browser.

EIEP Planning Documents for 2001-2001 School Year

A proposed budget, description of activities, and accountability report assurance for the 2001-2002 school year are due from each participating LEA on or before October 1, 2001. The sooner that a LEA submits and receives approval for these planning documents, the sooner their grant award/spending authority will be issued. Planning forms and instructions can be obtained from the EIEP Library at the EIEP Web site.

Final Reports 2000-2001 and Changes

Final reports for the 2000-2001 school year that ended on June 30, 2001 are due on November 1, 2001. Forms and instructions are available in the EIEP Library at the EIEP Web site. Each LEA which participated in the EIEP during the 2000-2001 school year is required to submit a final report consisting of three components: (1) Final Fiscal Report, (2) Final Description of Activities, and (2) Student Performance (Accountability) Report.

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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www.cde.ca.gov/cilbranch/bien/eiep

EIEP
Emergency Immigrant Education Program

This year, there are changes in the accountability report! Instead of using multiple measures for the subjects of Language Arts, Mathematics, and English Language Development (ELD) and reporting these performance data on all immigrant (foreign-born) students in kindergarten through grade 12, for the 2000-2001 year report LEAs are asked to use only Stanford 9 (SAT 9) data in Total Reading and Total Mathematics for immigrant students in grades 2-11. No data are being requested this year for the subject of ELD and no data should be reported for immigrant students in kindergarten through grade 2 and those in grade 12 (grade levels where students are not assessed with the SAT 9).

As in the past, performance data are to be disaggregated by year-of-arrival cohorts of immigrant students—all foreign-born students currently enrolled in the district—not just those students currently funded by the EIEP. The cohorts should be formed based on the initial year of enrollment in a U.S. school on the part of the individual immigrant pupils. Please read the instructions regarding the development of this report carefully. Reports not correctly formulated will be returned to the LEA for revision and the LEA's data may not be included in the statewide database.

IASA Reauthorization

This year, Congress is in the process of reauthorizing the Improving America's Schools Act (IASA). The EIEP currently is authorized under Title VII, Part C of IASA. Any changes made in the program are scheduled to become effective in the 2002-2003 school year.

Currently, there are two major proposals for reauthorization, Senate Resolution 1 (SR.1) and House Resolution 1 (HR.1). Both would reorganize Title VII (Bilingual Education and EIEP) under a new Title III entitled "Education for English Learners."

SR.1 would basically maintain the status quo for current Title VII programs. Programs for English learners would continue to be directly funded on a competitive basis by the U.S. Department of Education while EIEP funds would continue to be allocated on a formula basis according to the number of newcomer immigrants enrolled in a LEA.

HR.1 would eliminate the EIEP. Instead, funds under the new Title III would be allocated to State Educational Agencies (SEAs) solely based on the number of limited English proficient (LEP) children resident in each state. The SEAs in turn, would apportion 66.6 percent of the Title III funds to LEAs on a formula bases according to the number of English learners enrolled in each LEA. The LEA must have at least 500 or 3 percent population of LEP students to qualify for a formula grant. The remaining 33.3 percent of the Title III funds would be allocated by the SEA on a competitive grant basis using criteria and procedures developed by the SEA. Under the Title III proposal, LEP students would be allowed to participate in any LEP programs or services only until they have accumulated a maximum of three years of enrollment in a U.S. school.

At this time, the amount of funding that will be allocated for the new Title III has not been determined but current estimates are that it will be significantly greater than the approximate $325 million budgeted for Title VII, Parts A-C (including the $150 million for the EIEP) in 2001-2002.

The information contained in this article is based on legislative proposals. LEAs are counseled to wait until final bill passage of the bill before making program changes. The U.S. Department of Education and the CDE will issue additional information and instructions to LEAs as they become available.

Lessons:
True or False or a Bit of Both

By Richard Rothstein, *New York Times*, July 4, 2001

Los Angeles—a common indictment of public schools is that they no longer offer upward mobility to most immigrants. It is said that in the first half of the 20th century, children learned English, went to college, and joined the middle class but that many of today's immigrants are more likely to drop out, take dead-end jobs or end up in prison. Many true accounts reinforce these beliefs. But less noticed are equally valid anecdotes pointing to an opposite claim.

Policy by anecdotes is flawed because too often we notice only what confirms our preconceptions (*Editor's note: That's why we need to rely more on research!).* California's recent experience with Mexican immigrants provides ample material for stories about school failure. But on a day to celebrate the American promise, we might also turn to anecdotes of another kind.

Recent college graduations in California featured many immigrants from impoverished families whose first language was Spanish, who came through much-maligned bilingual education programs, learned English and now head for graduate schools or professions. At California State University at Fresno, for example, about 700 of 4,000 graduates this spring were Latino, typically the first in their families to attend college. Top-ranked were Pedro Nava and María Rocio Magaña, Mexican-born children of farm and cannery workers.

Mr. Nava did not settle in the United States until the third grade. Before that, he lived in migrant labor camps during harvests and in Mexico the rest of the year. His California schooling was in Spanish (*Editor's note: I'm sure the author means bilingual instruction.)* until the fifth grade, when he was moved to English instruction (*Editor's note: I'm sure the author means the regular school program*.). Now, with a college degree, he has enrolled in management and teacher training courses. Ms. Magaña did not place into English classes until the 11th grade. Now fluent in both academic and conversational English, she will soon begin a Ph.D program in anthropology at the University of Chicago.

These achievements are not unique. Both credit success to their mothers' emphasis on education. Both mothers enrolled in English and high school equivalency courses at the local community college. Across California, these two-year institutions play an especially important role for immigrants.

Lourdes Andrade just finished her junior year a Brown, having transferred there after getting an associate of arts degree in history and liberal arts at Oxnard Community College, 40 miles northwest of Los Angeles. She arrived here at age 4 and all through elementary school, worked with her mother making beds and cleaning bathrooms in hotels. She too, attributes her success to her mother's strong academic pressure and also to mentoring she received in a federally financed program to give extra academic support to immigrant children. The program's director, Lorenzo Moraza also grew up speaking only Spanish. Now a school principal, Mr. Moraza estimates that about 30 percent of the immigrant children he has worked with acquired public school records that led them to college. Those who receive bachelor degrees are many fewer but Mr. Moraza says that he thinks most drop out of college for economic reasons, not academic ones.

At the Fresno campus, nearly two-thirds of the immigrants and children of the immigrants who enter as freshman eventually graduate. The University operates special support services to help them do so.

You cannot spend time in California without noticing an extensive middle class of Latino teachers, doctors, lawyers, and small businesspersons. Many are recent immigrants. Some attended Catholic schools but most are products of the public school system. Many had bilingual education in the 1970's, 1980's and 1990's. California has now banned such instruction assuming it failed.

Anecdotes are plentiful to support a

claim that schools fail immigrant children or an equally persuasive claim that schools serve them well. Getting better statistics should help. Government numbers do not distinguish between students who are immigrants (or whose parents immigrated) from Hispanics with American roots for several generations.

To help interpret California's experience, the best federal data tell only that in 1996, there were 100,000 college students nationwide who were American citizens born in Mexico. This is less than 1 percent of all college students. But uncounted are even larger numbers of those born here to recent immigrants.

Even a balanced collection of anecdotes that include successes as well as failures cannot determine whether California schools are less effective than we should expect, and whether wholesale change is needed to move more immigrants to the middle class. But the answer is certainly more complex than the stereotypes of systematic failure that pervade most accounts.

[EIEP editor's note: For the last several years, staff at the California Department of Education (CDE) who administer the EIEP have encouraged LEAs to develop a database which would allow the LEAs to produce immigrant student performance reports which indicate overtime, the proportion of these pupils that meet grade level standards. Creation of such a database certainly requires an investment of staff time and funds, but in the end, it is one of the few ways in which LEAs are able to collect, analyze and report performance data on immigrant students that result in an accurate picture of overall academic performance of the immigrant student population. Even though the author of this article is a journalist and not an educator, he reaches the same conclusion and in addition, indicates the pejorative consequences of basing policy decisions primarily on spurious anecdotes rather than representative performance data.]

Refugee Educators' Network, Inc.: An Update

In August, the Southeast Asia Community Resource Center, a major project of the Refugee Educators' Network, moved to a new location at 10850 Gadsten Way in Rancho Cordova. In a rehabilitated portable classroom, the Center has more room, and space for meetings of up to 30 people.

Last year, the Refugee Educators' Network, a 501(c)(3) nonprofit corporation, began a separate identity, and is actively seeking grant support to continue and expand its activities. Senh SaeLee, a local Mien graphic artist and webdesigner, has updated and revised the website, located at www.seacrc.org. Information on the RENINC can be found there. Within a few months, a separate website for the REN will be completed, and non-Southeast Asian resources and information will be available there.

Carol Dunstan and Peter Whittlesey are organizing the 14th (periodic) conference, and the proceeds will support the REN's operation of the Center.

In addition to maintenance, expansion,a nd circulation of the Center's 7000 items, the REN will focus on the following:

- publication and distribution of this newsletter.
- making more materials and information available through the website.
- development of a Mien primer.
- development of grant and funding opportunities that take advantage of the Center's unusual resources.

If you know of opportunities, please contact Carol Dunstan at cduns@cwnet.com or jlewis@seacrc.org.

We are grateful for past support, and hopeful of a greater future.

Community Heritage Language Schools, 2000-01

Funded by the Refugee Children's Assistance Program, 2nd of 3 year project.

300 Ukrainian students attend Saturday School at Williamson Elementary School. Begun as a volunteer project, the program has developed capacity under the competitive grant project. The program takes students through eight levels of proficiency.

These 2001 graduates of Ukrainian school passed final exams equivalent to 8th grade exams given in Ukrainian schools. Students receive 20 foreign language credits towards US high school graduation.

The project included expansion of the Ukrainian model to an Armenian Saturday School, with 80 students at four levels, at Cordova Meadows School.

Ukrainian students have the opportunity to learn the bandura from a world-reknowned musician.

In the second year of the project's operation, a Russian Saturday School, modeled after the Ukrainian program, opened at White Rock School for 80 students at four levels, with others on the waiting list.

Ukrainian parents and community members work on ELLIS, a computer-based English language development program.

This Saturday School program for home language literacy development is an authentic partnership between public schools and three linguistic communities. Mirrored strategies, materials, and concepts boost for children's English achievement.

The project provides tuition and books for Saturday School teachers to complete university courses leading to their California certification as teachers.

Contact Nadia Kalinyuk for information on the project, materials, course sequencing, and assessment: 916.635.6815.

Russian Saturday School student.

Publication information:

Editor: **Judy Lewis**, State & Federal Programs, Folsom Cordova Unified School District, 10850 Gadsten Way, Rancho Cordova CA 95670, Phone (916) 635-6815, Fax (916) 635-0174

jlewis@seacrc.org

Subscription: $17 per year (5 issues, Oct–Sept). Individual copies: $3. Available online in "pdf" format for printing at http://www.seacrc.org

Subscriptions to *Context* provide the annual operating funds for the Southeast Asia Community Resource Center. We welcome contributions to keep this regional information resource center open and circulating its 6,000 items.

2001-02 Supporters:

- **Dept of Education, Emergency Immigrant Education Program**
- **Elk Grove USD**
- **Folsom Cordova USD**

10850 Gadsten Way
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916 635 0174 fax
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http://www.seacrc.org

Refugee Educators' Network. This group of educators meets at the above address five times per year to share information and oversee the operation of the nonprofit corporation. Meetings are 9:00-11:30, on the 4th Thursdays of the month. Notes are posted on the website.

September 27, 2001
November 29, 2001
January 24, 2002
March 21, 2002
May 23, 2002

Hmong Literacy Development Materials, 1999 (call or email for price list).

#9616 *Tawm Lostsuas Mus (Out of Laos: A Story of War and Exodus, Told in Photographs*). Roger Warner. English/Hmong. $18.56 per copy, $89.10 per 6-pack, $445.48 per carton of 40.

#9613 *Introduction to Vietnamese Culture* (Te, 1996. $5.00. Carton price $4.00).

#9512 *Handbook for Teaching Armenian Speaking Students,* Avakian, Ghazarian, *1995, 90 pages. $7.00.* No carton discount.

#9410 *Amerasians from Vietnam: A California Study,* Chung & Le, 1994. $7.00. No carton discount. OUT OF PRINT. Available online.

#9409 *Proceedings on the Conference on Champa,* 1994. $7.00. Available online.

#9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages $15.00 (carton discount $12.00, 16 per carton)

#S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. $4.50 (carton discount for lots of 58: $3.50) Available online.

#S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. $5.50 (carton discount for lots of 40: $4.50). Available online.

#S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. $5.50. Available online.

#S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. $9.00. Carton discount: $7.00.

#S8805 *English-Hmong Bilingual Dictionary of School Terminology Cov Lus Mis Kuj Txhais ua Lus Hmoob*. Huynh D Te, translated by Lue Vang, 1988. $2.00 (no carton price)

Make checks and purchase orders payable to ***Refugee Educators' Network, Inc****. Add California tax from your city, if applicable. For orders under $30.00 add $2.00 per copy shipping and handling. For orders over $30.00, add 15% shipping/handling. Unsold copies are not returnable.*

#S9999 ***CONTEXT: Southeast Asians & other newcomers in California*, annual subscription. $17.00 (5 issues, October to September).** Available online.

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