

Cross Currents



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In This Issue:

-  [Welcome to CrossCurrents](#)
-  [OBEMLA Programs](#)
-  [Sixty-one New Foreign Language Assistance Programs Funded](#)
-  [OBEMLA Reaches Title VII Grantees Through Fax Newsletter](#)
-  [The Emergency Immigrant Education Program Years Later](#)
-  [OBEMLA Staff Directory](#)
-  [What's New at NCBE?](#)

Welcome to *CrossCurrents*

NCBE welcomes you to the inaugural issue of *CrossCurrents*. Designed to assist the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in sharing current information with grantees, classroom teachers, school administrators, state and local education agency officials, and others, *CrossCurrents* will focus on major educational issues relating to the education of linguistically and culturally diverse students in the U.S. It will include information on best practices and model programs, findings from the latest research, and highlights of meetings and relevant legislation. It will also keep you informed of grant opportunities and let you know about useful resources.

We hope that *CrossCurrents* will also be a vehicle for the exchange of ideas and strategies among those of you in the field. We invite you to submit descriptions of innovative programs; tips for teachers, principals, or program administrators; and announcements of new publications, other resources, and upcoming meetings of national interest. A regular feature of *CrossCurrents* will be "What's New at NCBE" providing information on NCBE's latest products and services.

This first issue of *CrossCurrents* highlights some of the programs funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA). For FY 1996, OBEMLA awarded 200 new instructional service grants, including 79 Program Development and Implementation Grants, 60 Comprehensive School Grants, and 61 Foreign Language Assistance Grants.

Future issues of *CrossCurrents* will address topics such as: charter schools, linguistic diversity and school reform, student assessment, parent involvement, and school-to-work initiatives. ☀

[Return to Table of Contents](#)

OBEMLA Programs

The Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provides national leadership in promoting educational opportunities and excellence for linguistically and culturally diverse (LCD) students. Through the funding of discretionary grants to states and local school districts (authorized under Title VII of the *Improving America's Schools Act*; P.L. 103-382, 1994), OBEMLA provides support and assistance to local school districts in the development and implementation of instructional programs that are designed to help LCD students meet the same rigorous standards for academic performance expected of all students. Programs administered by OBEMLA include:



- **Program Development and Implementation Grants** 3-year grants designed to assist local education agencies (LEAs) develop and implement new and comprehensive bilingual education for (LCD) students.
- **Program Enhancement Projects** 2-year grants designed to assist LEAs in carrying out highly-focused, innovative, and locally-designed projects to expand or refine existing bilingual education for (LCD) students.
- **Comprehensive School Grants** 5-year grants designed to assist LEAs in reforming, restructuring, and upgrading all elements of an individual school's program and operations to serve (LCD) students.
- **Systemwide Improvement Grants** 5-year grants designed to assist LEAs in improving, reforming, and upgrading all relevant programs and operations that serve (LCD) students on a districtwide basis.
- **Foreign Language Assistance Program** 3-year grants designed to assist state and local education agencies establish and implement programs that promote systemic approaches to improving foreign language instruction.
- **Emergency Immigrant Education Program** Grants awarded to state education agencies (SEAs) (as authorized under Title VII, Part C) to assist LEAs that unexpectedly experience significant increases in their immigrant student enrollment provide high quality instruction to those students as well as help them with their transition into American society.

In addition to these programs, OBEMLA supports research, program evaluation, information dissemination, and professional development activities.

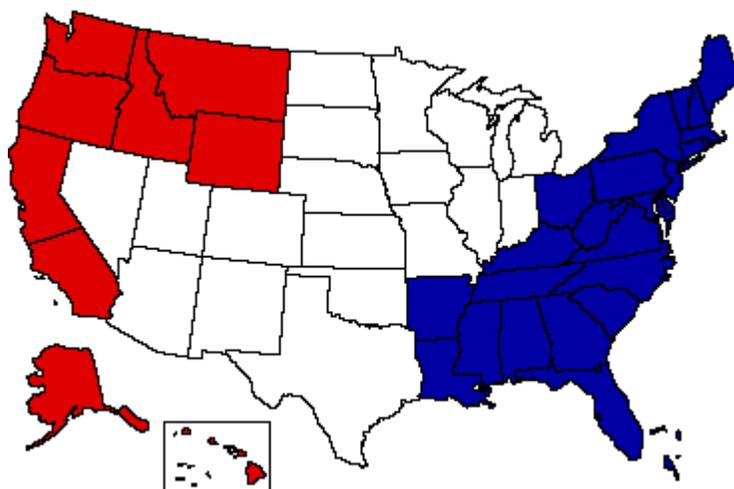
OBEMLA Organization and Staff

OBEMLA is organized around three Regional Clusters (Eastern, Midwestern, and Western) that are coordinated with the Comprehensive Regional Assistance Center Network. In addition, OBEMLA staff are grouped into program teams, defined by program types. Program team leaders are: Harry Logel for Education

Reform; Ana Garcia for Program Development and Enhancement; Tim D'Emilio for Research; Harpreet Sandhu for Special Issues; and Cindy Ryan for Professional Development. Any inquiries should first be directed to the appropriate regional cluster.

The collective efforts of OBEMLA's three regional clusters are coordinated through the Office of the Director.

OBEMLA Regional Clusters



Western Region

Midwestern Region

Eastern Region

Alaska	Arizona	Alabama	North Carolina
California	Colorado	Arkansas	Ohio
Hawaii	Illinois	Connecticut	Pennsylvania
Idaho	Indiana	Delaware	Rhode Island
Montana	Iowa	District of Columbia	South Carolina
Oregon	Kansas	Florida	Tennessee
Washington	Michigan	Georgia	Vermont
Wyoming	Minnesota	Kentucky	Virginia
American Samoa	Missouri	Louisiana	West Virginia
Guam	Nebraska	Maine	
Marshall Islands	Nevada	Maryland	Puerto Rico
Micronesia	New Mexico	Massachusetts	Virgin Islands
Northern Marianas	North Dakota	Mississippi	
Palau	Oklahoma	New York	
	South Dakota	New Hampshire	
	Texas	New Jersey	
	Utah		
	Wisconsin		

To contact an OBEMLA Cluster Coordinator or Education Program Specialist in your region, refer to the [OBEMLA Staff Directory](#) in this newsletter. ☀

[Return to Table of Contents](#)

61 New Foreign Language Assistance Programs Funded

For FY '96-97, OBEMLA has announced the funding of sixty-one new programs under the Foreign Language Assistance Act of 1994 (Title VII, Part B, P.L. 103-382). Under the Act, grants are made to local education agencies (LEAs) to support foreign language programs that show promise of being continued beyond the three year grant period; demonstrate approaches that can be disseminated and duplicated in other school districts; and may include a professional development component. Grants are also made to state education agencies (SEAs) to support the promotion of systemic approaches for improving foreign language learning within the state. The sixty-one new programs are funded for a 3-year period and include 50 LEA programs and 11 SEA programs.

As part of this year's grant application process, special consideration was given to applicants:

- implementing foreign language programs in the elementary grades in Japanese, Chinese, Russian, Arabic, or Korean;
- including intensive summer foreign language programs for professional development;
- supporting two-way language learning;
- promoting sequential study of foreign language learning beginning in the elementary grades.

Twenty-seven of the new programs are providing students with the opportunity to learn Japanese, 15 Russian, 12 Chinese, and 3 programs each for Arabic and Korean languages.

The primary features of the fifty local school district programs include family education, curriculum development, development and use of assessment procedures, alignment with state and national content standards, application of educational technology to classroom practices, and professional development. Seventeen programs were identified as promoting two-way language learning. Approximately 62,000 students will be served by the 1996 Foreign Language Assistance Programs.

Funding to the eleven SEAs will support the integration of new standards for foreign language learning into the classroom, the training of teachers in language instruction where there is an inadequate supply (in critical languages, such as Japanese, Chinese, and Russian and in the elementary grades), the sharing of best practices among teachers through the creation of web sites and electronic discussion groups, development of state-wide curriculum frameworks, the creation of linkages with local universities and native speakers within the local community, and the development of relevant state performance assessments and benchmarks. 

[Return to Table of Contents](#)

OBEMLA Reaches Title VII Grantees Through Fax Newsletter

OBEMLA disseminates timely information to Title VII grantees and other interested persons through its Fax Newsletter, which contains information on grant opportunities, legislation, and current news relating to the education of linguistically and culturally diverse students.

To subscribe to the OBEMLA Fax Newsletter, send

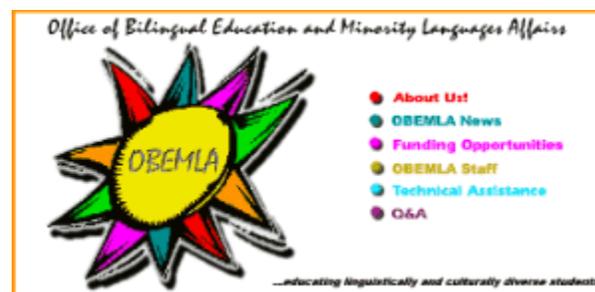
OBEMLA Goes Online

OBEMLA has recently launched its new home page. The site includes information on funding opportunities, answers to general questions about bilingual education and questions frequently asked by Title VII grantees, as well as a listing of OBEMLA staff. The OBEMLA Fax Newsletter archives is also accessible through the OBEMLA home page. To access these resources, set your browser to

your name and fax number to NCBE at (800) 531-9347 or (202) 467-4283. To receive the Fax Newsletter, your fax machine must be on a dedicated line and set to receive faxes during the evening and night.

The OBEMLA Fax Newsletter is also disseminated to subscribers of NCBE's electronic news bulletin, *Newsline*. To subscribe to *Newsline*, send an e-mail to: majordomo@cis.ncela.gwu.edu askncela@ncela.gwu.edu In the body of the message, type: **subscribe newsline**

<http://www.ed.gov/offices/OBEMLA>



[Return to Table of Contents](#)

The Emergency Immigrant Education Program -- 10 Years Later

Purpose of the Emergency Immigrant Education Act Program

The 1993-94 school year marked the tenth year that the U.S. Congress authorized funds for states and school districts to help offset the costs of educating immigrant students. In 1984, Congress passed the Emergency Immigrant Education Act (EIEA) in response to the financial challenges facing school districts with large numbers of immigrant students. With the passage of this legislation, Congress acknowledged the impact of federal immigration policy on rising immigrant student enrollments and, hence, the federal government's financial responsibility to share in the cost of educating these students.

OBEMLA administers the EIEA Program and each year provides funds to state education agencies and local school districts, based on the amount of funding allocated by Congress, to offset some of their costs of educating large numbers of immigrant students. The following information on the current status of the EIEA Program is based on the most recent *Biennial Report to Congress on the Emergency Immigrant Education Program* by the Secretary of the U.S. Department of Education.

A school district's eligibility for EIEA assistance is determined by the number of immigrant children currently enrolled in the district who were not born in any state and who have been attending school in the U.S. for fewer than three complete academic years. In addition, a school district must have either a minimum of 500 eligible immigrant students, or eligible immigrant students must comprise three percent or more of its total student population. The total number of immigrant children in each state's school districts that fall under the above criteria determine the amount of each state's EIEA grant. The intent of these criteria is to aid school districts with the largest concentrations of recently-arrived immigrant students. Some of the services for which school districts may use their funding include bilingual or English language instruction, instructional materials, supplies, and staff training.

EIEA Funding Allocations

Over its ten year history, funding appropriations for EIEA have remained fairly constant, though the number of students served by the program has doubled since its inception in 1984. Beginning with FY1994,

appropriations have slowly increased, and for FY 1997, \$100 million was appropriated for the program. Table 1 delineates the downward trend of allocations per student from 1984-85 to 1993-94.

Table 1. EIEA Grant Allocations, 1984-1993

School Year	Appropriations (millions)	No. of EIEA Students	Per Student Allocation (dollars)
1984-85	\$30.0	348,287	\$86
1985-86	30.0	422,549	71
1986-87	28.7	436,612	66
1987-88	30.0	428,688	70
1988-89	28.7	427,870	67
1989-90	29.6	478,172	62
1990-91	30.1	616,604	49
1991-92	29.3	687,334	43
1992-93	30.0	778,508	39
1993-94	29.4	825,968	36

EIEA Program Participants

More than one-half of EIEA participants came from Spanish-speaking countries, and more than one-fifth of the remaining students were from Asian countries. During school years 1992-93 and 1993-94, almost half of the participants were from Mexico; however, the program also served students from more than 250 different countries of origin. Table 2 depicts the most common countries of origin for students served in EIEA programs during 1993-94.

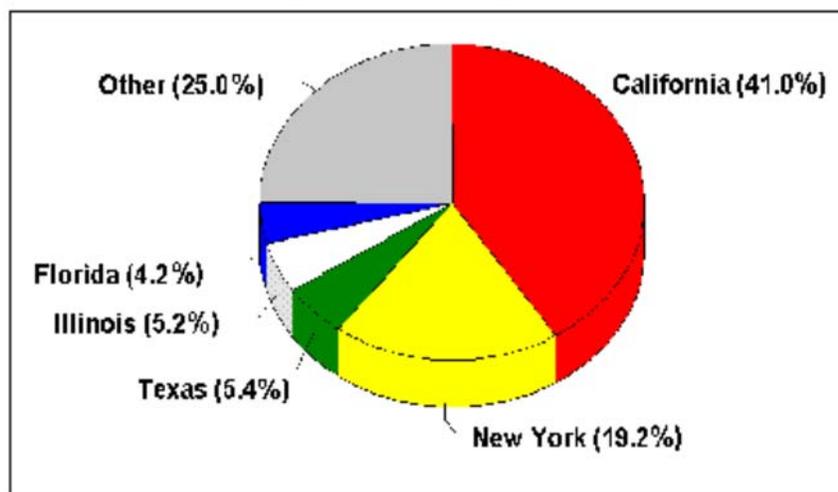
Table 2. Most Common Countries of Origin for Students Served In EIEA Programs: 1993-1994

Country	No. of Students	Percentage
Mexico	299,095	39.0%
Dominican Republic	43,094	5.6
Vietnam	40,882	5.3
Former USSR	26,949	3.5
El Salvador	25,796	3.4
Philippines	25,231	3.3
China	18,211	2.4
Jamaica	17,000	2.2
Korea	16,456	2.2
Haiti	15,845	2.1

Program Participants by State

As indicated in Figure 1, five states accounted for 75 percent of total EIEA participants.

Figure 1. Leading States in Numbers of EIEA Program Participants: 1993-94



For further information on EIEA program participants and funding, please refer to the *Biennial Report to Congress on the Emergency Immigrant Education Program* which will be available on the NCBE World Wide Web site at: <http://www.nceia.gwu.edu/library/reports.htm> www.nceia.gwu.edu/library/reports.htm



[Return to Table of Contents](#)

OBEMLA Staff Directory

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[Return to Table of Contents](#)

NCBE's Award-Winning News Service

Would you like to be informed each week of important funding opportunities and federal legislation, the latest U.S. Department of Education initiatives, job and conference announcements, current research relating to the education of English language learners, and pertinent resources for teachers and administrators? If so, subscribe to NCBE's free electronic news bulletin service, *Newsline*.



WHAT'S NEW

To subscribe, send an e-mail message to majordomo@cis.ncela.gwu.edu. askncela@ncela.gwu.edu In the body of the message type: **subscribe newsline**.

An archive of previous editions of *Newsline* can be found on NCBE's web site at <http://www.ncela.gwu.edu/majordomo/newsline/archive.htm> <http://www.ncela.gwu.edu/newsline/index.htm>



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