



BULLETIN

ILLINOIS ASSOCIATION FOR MULTILINGUAL MULTICULTURAL EDUCATION

Education Platforms of Presidential Candidates

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On Tuesday, November 7, 2000, the next President will be elected. IAMME, as a not-for-profit organization, cannot endorse any candidates seeking political office. However, for your perusal, we have included excerpts from some of the candidates' web sites which outline their positions on education and other related topics. These web sites also contain much more information on a variety of important issues which may be of interest to you.

Don't forget to vote on Tuesday, November 7th!

Governor George W. Bush

Education

Governor Bush will reform the nation's public schools, as he has in Texas, which is one of two states that have made the greatest recent progress in education. He will close the achievement gap, set high standards, promote character education, and ensure school safety. States will be offered freedom from federal regulation, but will be held accountable for results.

Please see *Education Platforms* on page 12

Nominate Your Favorite Educator & Instructional Aide!
 IAMME Educator of the Year/Instructional Aide of the Year Award Nominations Forms are on pages 10 & 11!

31st Annual Illinois Poet Laureate Awards - Poetry: An Irresistible Influence by Leila Diab

On June 12, 2000, Illinois' inspirational poet laureate Ms. Gwendolyn Brooks, was all smiles and full of enthusiasm as she announced the names of this year's student poet laureate award winners from Illinois. The competition this year was overwhelming and the poetry selection process wasn't easy, explained Ms. Brooks. Only ten high school students and ten elementary students are chosen each year to receive a \$100 prize, a book of all of the winning poems, and the opportunity to read their poem during a reception, which is hosted by the University of Chicago, in addition to meeting Illinois' finest African American poet, Ms. Gwendolyn Brooks. None other

than Ms. Brooks personally donated all of the monetary awards given to the student winners. The eighty three-year-old poet laureate said that she had received bag loads of hundreds of poems in the mail for this year's poetry competition from high school and elementary students.

As a high school ESL teacher at Richards Career Academy High School, I am very proud that two of my high school students, Jamilla G. Daniels (member of the Drama Club) and Luis Saldivar, (an English as a Second Language student) won this prestigious Illinois Poet Laureate award. This was the first time that Richards Career Academy students participated in the Illinois Poet Laureate

Poetry contest and we walked away with two winners. Jamilla and Luis are both above honor freshmen students.

Ms. Brooks began her opening remarks to the Poet Laureate winners by saying, "Congratulations, on winning your Illinois Poet Laureate Award, the first winners in the new millennium. I am proud of you, and I am proud to meet you. I appreciate your respect for poetry and your interest in experimenting with language – with sound and texture and manner."

Ms. Brooks also asked me, as the teacher of these two students, to comment on the importance of poetry and writing in

Please see *Poet Laureate* on page 9

Calendar of Events

IAMME Meetings

For more information and to RSVP, please call (847) 803-3112 ext 357.

All meetings are at 5:30 p.m.

Upcoming Events and Conferences

Improving America's Schools Act (IASA) Regional Conference

Louisville, Kentucky

October 2 to 4, 2000

For more information, please call the University of Oklahoma at (800) 522-0772, ext. 2248.

National Association for Bilingual Education Conference

Phoenix, Arizona

February 20 to 24, 2001

For more information, please call NABE at 202-898-1829 or visit their web site: www.nabe.org.

24th Annual Statewide Conference for Teachers of Linguistically and Culturally Diverse Students

Hyatt Oak Brook, Oak Brook, IL

January 22 to 25, 2001

For more information, please call the IRC at 847-803-3112 and ask to be placed on their mailing list.

Improving America's Schools Act (IASA) Statewide Conference

Sheraton Hotel, Chicago

February 26 to 28, 2001

For more information, please call the Illinois Resource Center at 847-803-3112.

Do you have an announcement that didn't make it into the IAMME Bulletin?

Check out our interactive events web site at www.iamme.org !

Please send your comments, suggestions, messages and email to iamme@iamme.org.

Publication Schedule

All advertising and copy material must be received in the IAMME office **One Month prior to publication date** to be considered for inclusion. Upcoming publication dates are as follow:

Volume XXV

Winter 2000 issue, November 1

Spring 2001 issue, February 1 Summer 2001 issue, May 1

Advertising Rates

Full Page (7.5" x 10")	\$200.00
Half Page (7.5" x 5")	150.00
Quarter Page (3.75" x 5")	100.00
Eighth Page (3.75" x 2.5")	50.00

For additional information about advertising, contact Shelly Blake at (847) 776-9697 or write to 1057 S Smith St, Palatine, IL 60067-7230 or email to adinfo@iamme.org.

The *IAMME Bulletin* is published quarterly by The Illinois Association for Multilingual Multicultural Education. IAMME is a professional association for people who promote high quality educational policies and practices for potentially English proficient learners. It is an organization comprised of people who believe in the benefits of multilingualism and multiculturalism. IAMME's motto is *Celebrating Diversity in Illinois*.

Editors: Shelly Blake and Josie Yanguas

Staff Writers: Josie Yanguas

Guest Writers: Leila Diab, Bibiana Eissler, Anne Marie Fuhrig, Delia Pompa and Pat Temple

Photographs Courtesy Of: Leila Diab

Desktop Publishing and Mailing: Shelly Blake, Moonlight Productions Inc.

The *Bulletin* is published quarterly for IAMME members and is used as a tool for providing information to its members. IAMME has taken all reasonable steps to confirm the accuracy of any article appearing in the *IAMME Bulletin*. IAMME may not, however, be held responsible for any inaccuracies or omissions of information that may appear in any article. All articles printed in the *IAMME Bulletin* are solely the opinion of the author, and do not necessarily represent the official policy or position of the Illinois Association for Multilingual Multicultural Education. Readers are welcome to reprint articles from the *IAMME Bulletin*, provided proper credit is given to the author and to *IAMME Bulletin* as the source.

Members and non-members are welcome to submit articles or other items of interest. All submissions must include the individual's full name and phone number for verification to be considered for inclusion in the *IAMME Bulletin*. Please take notice of the publication dates and deadlines.

IAMME is located at 1855 S Mount Prospect Road, Des Plaines, Illinois 60018-1805, Tel. (847) 803-3112. Subscriptions to the *IAMME Bulletin* include a one year membership with the organization. One year memberships cost \$20 for a regular membership or \$60 for a combined IAMME/NABE (National Association for Bilingual Education) membership.



IAMME Members Speak Out

There has been plenty of reaction here in Illinois as well as across the country to last month's stories out of California regarding the supposed results of that state's English immersion experiment with their PEP students that has been taking place these past two years. As with many news stories, there are several other variables at play that have not been mentioned in these press accounts that are important to keep in mind.

Only about 20% of California's PEP population had been receiving some sort of native language and/or ESL support prior to the implementation of English immersion programs (also known as the Unz initiative) beginning in September 1998.

New reading programs as well as the hiring of more teachers in California schools have also been in place these past two years and have undoubtedly influenced test results as well.

All test scores of students have increased across the state, not just simply those of PEP students, a possible indicator that there had been a lot of emphasis on test preparation.

PEP students on these standardized tests (designed for English speaking students) still lag very far behind the rest of the student population.

Much of the attention on the positive results for "English immersion" has been focused on only one particular school district, that of Oceanside, located north of San Diego.

The attention in Oceanside has also been centered on second grade results – where most test items would be focused on phonemic awareness rather than on more complex literacy activities.

In school districts where bilingual education had worked well prior to the implementation of the Unz initiative, many parents signed waivers indicating that their children should receive bilingual support.

The following commentary was written by **Patricia Temple**, IAMME member and teacher from **East Aurora SD 131**.

California Test Scores

English immersion fans seem overjoyed at California's state test results released on August 15 which show a rise in scores for LEP (limited English proficient) students over the two year period since bilingual education was replaced by English immersion. They attribute the rise to the switch to English immersion, but a closer look at California's test scores indicates that it may be due to something else entirely because the scores for LEP children have risen at almost exactly the same rate as scores for their English proficient peers.

California posts its test scores as the percent of students scoring at or above the fiftieth percentile. The rise in third grade scores for language, reading and math over the two year period since the Unz initiative was voted into law is exactly the same for LEP children as the rise in scores overall. For example reading scores for LEP children rose from 9 to 15 percentage points, a gain of 6. For the overall population, the scores rose from 38 to

44, also a gain of 6. In second grade LEP children's reading and language scores rose 10 percentage points, the overall rise was 9 points. Math scores rose by 14 points for both groups. Clearly something other than English immersion is going on here. If English immersion were a significant factor, the scores for LEP children would have risen more than the scores for the overall population. What factors could account for both increases? The test, the Stanford Achievement Test, Ninth Edition, was first given in California in 1998. It is a natural and expected phenomena that test scores will drop in the first year that a new test is given because educators don't yet know the test vocabulary, format and content. A rise in test scores is expected for the next year, the 1999 scores, and again in the third year, year 2000 scores. By the third year teachers and administrators have had time to learn the test vocabulary and content, and school districts have purchased and put in place new curriculum materials that are aligned to the tests.

This is understandable. For example, if the students are not familiar with the term 'elevation', but have learned instead the terms 'altitude' or 'height' above sea level, then a social studies test question about the effect of land 'elevation' on climate will likely not be understood. It is important and fair to align teaching vocabulary with testing vocabulary.

The strength of bilingual education is that it provides for maintenance and growth in content knowledge and critical thinking skills while the children learn English so that they won't fall hopelessly behind their peers. Another and important way to evaluate the move to English immersion would be to give a test in the students' first language to measure subject content knowledge and critical thinking skills.

The truth is, learning a second language is incredibly difficult, and it takes a long time. Neither English immersion nor bilingual education can change that. Our nation's unreasonable intolerance and impatience in matters concerning English language acquisition in LEP children is a tremendous waste of energy, talent and emotion, and it harms our LEP children and all of us.

NABE's executive director Delia Pompa wrote the following piece that appeared in *USA Today* on August 28, 2000

Bilingual Method Works

When Roberto Félix came to the USA from the Dominican Republic, he knew only a few words of English. Education soon became a nightmare. "I couldn't understand anything," he said. He hid from his teachers, came home in tears, and thought about dropping out of school.

Then Mrs. Malavé, a bilingual educator, began to work with him to improve his English while teaching him math and science in his native Spanish. "She helped me stay smart, while teaching me English," he said. Given the chance to demonstrate his ability, he regained confidence and began to succeed in school.

IAMME Members Speak Out, continued on page 4

Bilingual Education, the Acquisition of English, and the Retention and Loss of Spanish

by Stephen Krashen, University of California

According to many reports in the media, the war between English-only advocates and supporters of bilingual education is a war between rational people who think children should acquire English and irrational fanatics who think children should be prevented from learning English. Articles have proclaimed that bilingual education simply doesn't work, that children in bilingual programs do not learn English. The obvious solution, it is announced, is "immersion." So many immigrants have acquired English successfully, the argument goes, without any special help: Why should today's immigrant children be different? Moreover, it is popularly assumed that immigrants are resisting English language acquisition, and are holding tight onto their first language and culture.

These accusations are not correct. They are, instead, distortions that survive only because of the tendency of some journalists to read only what other journalists write (a phenomenon known as

"pack journalism"; Parenti, 1993). When one looks at actual research, published in respectable academic journals, the picture is very different. The contrast between media reports and academic reports has been confirmed by McQuillan and Tse (1996), who reported that 87% of academic publications on bilingual education between 1984 and 1994 had conclusions favorable to bilingual education. During this same time span, media reports were only 45% favorable.

I review here what academic research says, focusing on the impact of bilingual education on English language development and on the retention and loss of "heritage languages."

Bilingual Education and English Language Development

Before looking at the research, it will be helpful to first discuss

continued on next page

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Today, he is a prominent doctor, runs his own clinic, and works with several hospitals. Every day, he uses the language and academic skills he acquired through bilingual education to treat his patients.

Roberto's is just one of countless success stories. Research has shown that bilingual education is the most effective way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students consistently outperform their peers in monolingual programs. Calexico, Calif., implemented bilingual education, and now has dropout rates that are less than half the state average and college acceptance rates of more than 90%. In El Paso, systemwide bilingual education programs have helped raise student scores from the lowest in Texas to among the highest in the nation.

Better research is certainly called for, as evidenced by the misleading analysis of recent California test scores. That analysis failed to control for such key factors as class size reduction and the level of preparation of test-takers. It also selectively ignored schools whose bilingual students outperform peers on English-only campuses. As with other high-quality programs, responsible research only will strengthen bilingual education. After all, sound research is at the core of programs such as the one Roberto Féliz attended. His success comes as no surprise to millions of language-minority parents who understand that clear communication among families, students and teachers is inherent to good education. We should pay close attention to these facts. The future of millions of American Students whose first language is not English depends on it.

written by Linda Chavez .

Response To Linda Chavez

It is sad that people like Ms. Chavez instead of being proud of her roots and defending her partial Spanish heritage turn into convenient puppets for the xenophobic society. She was used by the U.S. English in 1987 as a decoy for their racist views, and here she is again speaking as if she really knew what she was talking about.

We are in a multicultural and multilingual society where it is important to speak more than one language. Children in Europe, Canada and Asia are encouraged to learn other languages other than their native one. Most Europeans are multilingual and multicultural and are insulted and annoyed by the multicultural ignorance and intolerance of many American tourists. Tourists frequently expect everyone in foreign countries to speak English to communicate with them but they don't make much of an effort to communicate or speak any language other than English. By the way, does Ms. Chavez speak Spanish or did her parents purposely not teach it to her so she would be more readily assimilated into this culture? Isn't it sad that we must give up a part of who we are? I don't know which studies Ms. Chavez is quoting in her article, but I know that many studies carried out in Canada, Asia and Europe have proven that an additive bilingual program which allows students to become proficient in their native language before being mainstreamed into a second language have been highly effective. Experts on bilingual education such as Jim Cummins state that "a child who fails to reach a threshold level of development in the mother tongue is likely to be academically retarded in both languages." Also proven is the fact that content area skills once learned in the native language are retained and reinforced in the second. I would advise Ms. Chavez to do her homework and get better informed on the advantages of bilingual education and to use her time more effectively—maybe by learning another language!

And from **Bibiana Eissler**, a teacher in **Mannheim School District 83 in Northlake**, written in reaction to a recent anti-bilingual education article that appeared in several newspapers

how educating children in their first language can help their acquisition of another language. It seems counter-intuitive to some people: If we want children to acquire English, why not teach them English?

But using and developing the first language can help second language development a great deal. This happens in two ways. When we use the first language to teach subject matter, we give children knowledge, and this knowledge helps make the English children hear and read more comprehensible. A limited-English proficient child who knows her math, for example, thanks to math instruction in her primary language, will understand more in an English-language medium math class than a child without a good background in math. This results in better achievement in math and more English language development.

The second way first language development helps occurs when children develop literacy in their primary language. Literacy developed in the primary language transfers to the second language. The reason literacy transfers is simple: Because we learn to read by reading, by making sense of what is on the page (Smith, 1994), it is easier to learn to read in a language we understand. Once we can read in one language, we can read in general.

Subject matter knowledge and literacy, gained through the primary language, provide indirect but powerful support for English language development and are two of the three components of quality bilingual programs. The third component is direct support for English language development, through English as a second language classes and sheltered subject matter teaching, classes in which intermediate level ESL students learn subject matter taught in English in a comprehensible way (Escamilla, 1994; Krashen, 1996).

What The Research Shows

A number of studies have shown that bilingual education is effective, with children in well-designed programs acquiring academic English as well and often better than children in all-English programs (Willig, 1985; Cummins, 1989; Krashen, 1996; Greene, 1997). Willig concluded that the better the experimental design, the more positive were the effects of bilingual education. My conclusion is that when programs have the three components described above (subject matter teaching in the first language, literacy development in the first language, comprehensible input in English), they succeed especially well (Krashen, 1996).

The evidence used against bilingual education is not convincing. One major problem is labeling. Several critics, for example, have claimed that "English immersion" programs in El Paso and McAllen, Texas, were superior to bilingual education (e.g., Rossell and Baker, 1996). In each case, however, programs labeled "immersion" were really bilingual education, with a substantial part of the day taught in the primary language. In another study, Gersten (1985) claimed that all-English immersion was better than bilingual education. However, the sample size was very small and the duration of the study was short; also, no description of "bilingual education" was provided. For detailed discussion, see Krashen (1996).

This framework helps answer one of the most frequently stated arguments against bilingual education: How did some immigrants do well in school without it? Here is one case, one of the many that has been described in the professional literature

(Krashen, 1996, 1999, Ramos and Krashen, 1997 ; Tse, 1997). It is particularly interesting because it was published by US English as an argument against bilingual education:

Fernando de la Pena grew up in Mexico and came to the US at age nine, with no knowledge of English. He reports that he learned English quickly, and "by the end of my first school year, I was among the top students" (de la Pena, 1991, p. 19). But de la Pena had de facto bilingual education: Had he stayed in Mexico, he would have been in the fifth grade, but when he came to the US, he was put in grade three! His knowledge of subject matter was superior to the other children in the class and he was already literate in Spanish, thanks to his education in Mexico. This helped make the input he heard comprehensible and provided a shortcut to English literacy. Cases like these provide strong support for the principles underlying bilingual education and are confirmed by numerous empirical studies showing that those who have a better education in their primary language excel in English language development (research reviewed in Krashen, 1996).

Recent Evidence Against Bilingual Education

Some media reports have given the impression that California's Proposition 227 was successful, that children are doing better under all-English programs than they were under bilingual education. I discuss two such reports here.

Did LA students "take to immersion"?

Anyone glancing at the headline and opening paragraph of an article appearing in the *Los Angeles Times* on January 13, 1999 would get the impression that Proposition 227 was a clear success. The headline proclaimed: "L.A. students take to English immersion" and the first paragraph stated that "teachers are delivering promised reports that their children are learning English more quickly than anticipated."

The rest of the article had a different tone. The reporter conducted (only!) 13 interviews in the Los Angeles Unified School District, and concluded that children were picking up "verbal English at a surprising rate," but also reported that there were concerns that children were falling behind in their studies; many teachers were questioning "whether most of the youngsters have acquired the language skills necessary to comprehend math, reading or history lessons in English." One teacher noted that children were picking up "social English," not academic English, that new concepts still had to be presented in the primary language, and that "we won't have as many readers in our class as we did last year" (under bilingual education). Other teachers said that they had to "water down" core subjects.

This is just what one would expect would happen. Children will pick up conversational language with any kind of program. (No comparison was made with conversational English spoken by children in bilingual programs.) The challenge is to help them develop what Cummins (1989) calls "academic language," the language of school. There were problems in this domain. Apparently, the headline writer did not read this far into the article.

The SAT9 scores

Newspaper articles reported that LEP children in California in certain districts dramatically increased their scores on a

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standardized test, the SAT9, after Proposition 227 was implemented. Much of the attention was focused on Oceanside, a district that claimed to have dropped bilingual education completely. But a look at the actual scores shows that not much happened that was noteworthy. In table 1, I present SAT9 scores for all LEP children in California for 1998 and 1999, as well as scores for Oceanside. This table reveals two facts of interest: First, Oceanside's SAT9 scores for both years were very low, compared to state averages. Second, the "dramatic" increase was seen only in grade 2. In other grades, and in California in general, differences between 1998 and 1999 were quite small. And there are other questions and concerns: We have no idea what kind of a bilingual education program they had, e.g., whether it was set up in agreement with the principles outlined above. In addition, Hakuta (1999) reported that some districts that claimed growth in the SAT9 did not have bilingual education in 1998 (e.g., Westminster and Cypress), and growth was also seen in districts that kept bilingual education (Vista, Santa Ana, Ocean View).

Table 1.
SAT 9 scores for LEP children in California and Oceanside School District

Grade	State of California: LEP		Oceanside: LEP	
	1998	1999	1998	1999
2	19	23	12	23
3	14	18	9	12
4	15	17	8	10
5	14	16	6	9
6	16	18	9	9
7	12	14	4	5
8	15	17	9	8

In my view, examining SAT9 scores is an awkward way, at best, to do research. SAT9 comparisons are very crude – one has no assurance that groups were comparable at the beginning of the year. Last year's scores do not tell us this: Among LEP children, those who acquire enough English are recategorized and are no longer LEP the next year. Also, districts differ a great deal in factors that may affect test scores, including whether and how bilingual education is done. Serious research done in a scientifically respectable way (controlled studies) consistently shows that children in quality bilingual programs outperform comparison children in all-second language classes on tests of second language literacy. The results of this kind of research are much more compelling.

Unfortunately, these are not isolated examples. Every case reported so far of the alleged success of "immersion" in California is seriously flawed (Krashen, 1999; McQuillan, 1998a; Krashen and McQuillan, 1999).

Improving Bilingual Education

Bilingual education has done well, but it can do much better. The biggest problem, in my view, is the absence of books, in both the first and second language, in the lives of students in these programs. It is now firmly established that reading for meaning, especially free voluntary reading, is the major source of our literacy competence. Those who report that they read more read

better and write better (Krashen, 1993), and students who participate in free reading activities in school (e.g., sustained silent reading) show superior literacy development when compared to students who do not (Krashen, 1993; Elley, 1998). Free reading appears to work for first language, for second language, for children, and for teenagers, and the research has confirmed this in many different countries. Free voluntary reading can help all components of bilingual education: It is a source of comprehensible input in English, a means for developing knowledge and literacy in the first language, and, as we will see later, a way of continuing first language development.

It is also firmly established that those with greater access to books read more; while access is not sufficient to guarantee reading, it is certainly necessary (Krashen, 1993; McQuillan, 1998b). It is also very clear that many limited English proficient children have little access to books in any language. I present here data on Spanish-speaking children.

The average Hispanic family with limited English proficient children has about 26 books in their home (Ramirez, Yuen, Ramey, and Pasta, 1991). This refers to the total number of books in the home, including the bible, cookbooks, and dictionaries. This is about one-sixth the US average (Purves and Elley, 1992). School is not helping: In fact, school is making things worse. Pucci (1994) investigated school libraries in schools with strong bilingual programs in Southern California and found that books in Spanish were very scarce. Those that were available, while often of high quality, were usually short and for younger children.

Enriching the print environment is not the only recommendation one can make in discussing improvement of bilingual education, but it is a great place to begin. If it is true that learning to read in the primary language is in fact beneficial, children need something to read. My suggestion is a massive book flood in the child's home language as well as in English, a suggestion that is relatively inexpensive to implement.

The Retention and Loss of Heritage Languages: Are Immigrants Resisting English?

Language shift: A powerful force

One of the most consistent findings in the field of sociology of language is the phenomenon of language shift: Heritage languages are usually not maintained and are rarely developed. This fact is nearly unknown to the general public, as well as to many politicians. Robert Dole, for example, felt that immigrants were resisting English, and maintained that we need "the glue of language to help hold us together" (quoted in the *Los Angeles Times*, October 31, 1995). Newt Gingrich also warned that "Immigrants need to make a sharp break with the past ..." (*Los Angeles Times*).

Here are just a few of the many studies showing that "shift happens": Hudson-Edwards and Bills (1980) examined self-report of ability in Spanish among residents of a section of Albuquerque considered to be a strong Spanish-speaking community. As seen in table 2, the older generation considered themselves to be better in Spanish than English, but their

children rated themselves more highly in English.

Table 2.
Self-report of ability in Spanish and English (percent claiming "good" or "very good" ability)

<i>Generation</i>	<i>Spanish Ability</i>	<i>English Ability</i>
Junior	33% (26/80)	81% (69/81)
Senior	85% (74/87)	47% (41/88)

Senior = heads of households, spouses, siblings; Junior = children of heads of households.

Source: Hudson-Edwards & Bills, 1980, Albuquerque.

Portes and Hao (1998) compared English competence to heritage language competence with a sample of eighth and ninth graders of language minority background (n = 5,266). All were native born or had lived in the US at least five years. Self-reported competence in the heritage language was much lower than self-reported competence in English, with only 16% claiming they spoke the heritage language "very well" (table 3). Even for a group considered by some to be English-resistant, students of Mexican origin, the shift to English was obvious.

Table 3.
Self-reported competence in English and in parents' language

	<i>Knows English</i>		<i>Knows parents' language</i>		<i>Prefers English</i>
	well	very well	well	very well	
Total	93.6	64.1	44.3	16.1	72.3
Mexican	86.1	43.7	69.1	34.9	44.8

Source: Portes and Hao (1998)

Orellana, Ek and Hernandez (1999) conducted conversations and interviews with Mexican-American children in bilingual schools in Los Angeles, and observed "a gradual but marked shift over the middle childhood years toward a preference for English, and a disinclination to use Spanish. When we spoke in English at the start of the year in (a) first-grade classroom, the children called out for Spanish. When we spoke in Spanish in the focus groups with fifth graders, all but the children who arrived in the U.S. within the last year responded in English, and several complained, saying 'Aw, do we have to speak Spanish?'" (pp. 125-26).

Why Does Shift Occur?

The most obvious cause of shift is lack of input in the heritage language. Input/use related variables are clear predictors of heritage language competence.

Some of these input factors may be beyond the control of the subject. A number of studies have confirmed that heritage language competence is related to parental use of the heritage language (HL) (Portes and Lao, 1998; Hinton, 1999; Kondo, 1998; Cho and Krashen, 2000). Parental use, however, appears to be necessary but not sufficient. Hinton (1999) reported that in her sample, "many of the families ... did in fact choose to use the heritage language at home, and yet still found that their children were losing fluency" (see also Kondo, 1998). Not surprisingly, studies also show that those who live in close proximity to other HL speakers maintain it longer (Demos, 1988), an effect that appears to be especially predictive of HL maintenance after the first generation (Li, 1982). Of course, once the speaker moves away from other HL speakers, competence may diminish (Hinton, 1999). Also, those who visit the country of origin more

often have higher HL competence (Demos, 1988; Kondo, 1988, Hinton, 1999; Cho and Krashen, 2000). Other input factors, such as reading and watching TV (Cho and Krashen, 2000), are under the voluntary control of the HL speaker.

Less obvious are affective factors, but they appear to be quite powerful. Tse (1998a) notes that some language minority group members go through a stage in which the desire to integrate into the target culture is so strong that there is apathy toward or even rejection of the heritage culture. Tse refers to this stage as Ethnic Ambivalence or Ethnic Evasion. Typically, this stage occurs during childhood and adolescence, and may extend into adulthood. Those in this stage have little interest in the heritage language, and may even avoid using it.

"Maria Shao recounted how her knowledge of Chinese was a source of shame. She recalled that when she was in elementary school, 'if I had friends over, I purposely spoke English to my parents. Normally, we only spoke Chinese at home. Because of the presence of a non-Chinese, I used to purposely speak English.'" (Tse, 1998, p. 21).

Those in this stage who did not know the heritage language had no interest in acquiring it:

"David Mura noted these feelings as a child: 'I certainly didn't want to be thought of as Japanese-American. I was American, pure and simple. I was proud I didn't know Japanese, that English was my sole tongue.'" (p. 21)

Orellana, Ek and Hernandez (1999) provide additional examples: Their subject "Andy" an 11 year old child of Mexican immigrants, "said he didn't like to speak Spanish, because then people thought he was from Mexico ..." (p. 124).

For some, this stage gives way to another stage, Ethnic Emergence, in which minority group members get interested in their ethnic heritage. Those in this stage, Tse points out, may be quite motivated to develop their competence in the heritage language.

Another affective factor is a reluctance to use the language because of the negative reactions of other HL speakers. Some imperfect HL speakers (often a younger sibling) report that their efforts to speak the heritage language are met with correction and even ridicule by more competent HL speakers, a reaction that discourages the use of the HL, and thus results in less input and even less competence. What is often lacking are late-acquired aspects of language, aspects that typically do not interfere with communication but that indicate politeness or mark social class differences.

In Krashen (1998a) I presented some cases of "language shyness." Subjects confirmed that correction and ridicule discouraged their use of the heritage language. Here is one example:

"I began to realize as I spoke Spanish to my relatives, they would constantly correct my grammar or pronunciation. Of course, since I was a fairly young child the mistakes I made were 'cute' to them and they would giggle and correct me. This ... would annoy me to no end. I wasn't trying to be 'cute'; I was trying to be

***Bilingual Education, the Acquisition of English, and the Retention and Loss of Spanish*, from page 7**

serious. My relatives would say, 'You would never know that you are the daughter of an Argentine.' Comments like these along with others are what I now believe shut me off to Spanish".

Sadly, some blamed themselves for not speaking the heritage language better:

"My self-esteem reached an all-time low in college. Several of my peers made well-meaning, but harsh comments upon hearing my Spanish. This was the final blow. It was then I made the decision that I wouldn't speak unless I could speak fluently, grammatically correct, and with a proper native accent. I couldn't even feel comfortable describing myself as bilingual on my resume. I had to add 'limited proficiency' in parentheses to ease my conscience ... I was ashamed of being Puerto Rican and living in a bilingual home and never learning Spanish ... the only conclusion I could come to was that it was somehow my fault ...".

Why Worry About Heritage Languages?

There are clear advantages to continuing heritage language development, advantages to the individual and to society. On the individual level, research clearly indicates that those who continue to develop the primary language have certain cognitive advantages over their English-only counterparts (Hakuta, 1986), which may be some of the reason why they do somewhat better in school and on the job market (studies reviewed in Krashen, 1998b). In addition, better heritage language development means better communication with family members and with other members of the HL community (Wong-Fillmore, 1991; Cho, Cho and Tse, 1997; Cho and Krashen, 1998). HL development may also help promote a healthy sense of multiculturalism, an acceptance of both the majority and minority cultures, and a resolution of identity conflicts, which Tse (1998a) has termed Ethnic Identity Incorporation. Society also clearly benefits from bilingualism, in terms of business, diplomacy and national security. Contrary to what some politicians claim, there is no evidence that bilingualism and multiculturalism are the cause of economic or social problems (Fishman, 1990).

Developing The Heritage Language

If it is worthwhile to develop the HL, how can it be done? The usual solution is formal language classes, either those meant for non-native speakers or specially designed classes ("Spanish for Native Speakers").

Heritage language speakers are in a no-win situation in foreign language classes. If they do well, it is expected. If HL speakers do not do well in foreign language classes, the experience is especially painful. Often, classes focus on conscious learning of grammatical rules that are late acquired. Some HL speakers may not have learned or acquired these items. It can happen that non-speakers of the HL who are good at grammar will outperform HL speakers on grammar tests and get higher grades in the language class, even though the non-speaker of the HL may be incapable of communicating the simplest idea in the language, while the HL speaker may be quite competent in everyday conversation. Such events could be psychologically devastating, a message to

the HL speaker that he or she does not know his or her own language, while an outsider does. Even though the kind of knowledge the outsider has is not genuine, the HL speaker may not understand this, given the authority of the classroom and the value the teacher places on conscious knowledge of grammar.

Some heritage language programs have been successful, particularly those that are integrated into the school day (Tse 1998b). McQuillan (1998c) describes two heritage language classes for university students (Spanish for native speakers) that not only succeeded, but provided a foundation for future progress. Both classes included a survey of popular literature as well as self-selected reading. Students showed clear gains in language (vocabulary) and, more importantly, when students in one class were surveyed seven months after the class ended, they were reading more in Spanish on their own than a comparison group.

McQuillan's results strongly suggest that providing a print-rich environment is also a strong investment in heritage language development. If heritage language speakers become readers in their primary language, they can continue to develop their primary language, whether or not other sources of input are available. Reading is also the perfect method for heritage language speakers who do not want to risk errors in interacting with others: It is the perfect method for the shy language acquirer.

If immigrants are dropping their heritage language and embracing English, why do we need bilingual education? When immigrants acquire English informally, the version they acquire is what Cummins (1989) terms "conversational language," the language of everyday interaction. They do not necessarily acquire "academic language," the language of school. Evidence for this is the *Los Angeles Times* report on the "success" of 227, as reported earlier. Evidence also includes studies such as Romo and Falbo (1996)'s investigation of 100 Latino high school students designated as being at risk for dropping out. Romo and Falbo reported that "almost all students in our sample were comfortable speaking in English ... yet, almost all students in our sample experienced a skills deficit in reading" (p. 9); although the students were in the seventh to eleventh grades, their average reading score was sixth-grade. In other words, they had acquired conversational, but not academic English.

As noted earlier, good bilingual education programs aid in the development of academic English by providing literacy in the first language, which transfers to English, subject matter teaching in the primary language, which provides background knowledge that makes English input more comprehensible, as well as comprehensible subject matter teaching in English. The arguments presented in the second half of this paper indicate that an additional component would be desirable: Continuing development of the heritage language.

References:

A complete set of references for this Krashen article can be found on this web site: <http://ourworld.compuserve.com/homepages/JWCRAWFORD/Krashen7.htm>

Source:

James Crawford's Language Policy Web Site & Emporium
<http://ourworld.compuserve.com/homepages/JWCRAWFORD>

31st Annual Illinois Poet Laureate Awards - Poetry: An Irresistible Influence, from page 1

everyday life. I explained that one of the best ways to enrich our understanding and increase our tolerance in our multicultural diverse society is to read about the experiences of others. Through the medium of poetry, and one's written expression of time, place, events and history, we can all reap a shared lifetime of benefits and character education.

In Ms. Gwendolyn Brooks' closing remarks she said, "All of your life, poetry can be a nourishing gift to yourself, a performance to enjoy and change; an irresistible influence."

From time immemorial, storytellers and poets have given creative literary expression to the experiences of people, in time and place, while capturing those precious and personal moments in history. During 29 BC, the Roman ruler Augustus marked the beginning of his reign by funding an ambitious building program and supporting poets and artists. However, the most lasting monument of his reign was not one of his many splendid Roman public buildings, but the poet Virgil's monumental epic poem, Aeneid, which assured Rome a place in world history and literature. Book I of the Aeneid begins with: "I sing of warfare and a man at war." That man at war is the Trojan prince Aeneas, who embodies the Roman ideal of devotion to duty. In the literary context, the Aeneid recalls, recombines, and transforms all the major works of the Greek and Roman traditions to create an original piece of Roman work.

The poet's inspiration is reflective of deep hidden feelings, emotions, and the poetry of self, and identity. Any discussion of literature must begin with the language itself. Many great literary figures such as Virgil, Homer, Shakespeare, Octavio Paz, Mahmoud Darwish, and Gwendolyn Brooks, capture the way in which people's attitudes and feelings shape their perceptions of the world. Their literature represents a broad diversity of ethnic and cultural backgrounds that illuminates the reality of life and draws us closer to a better multicultural understanding of people. Quintessentially, many of their poems reflect the human side of people, the laughable and salty humor of true folk tales, an element of romance and adventure.

For our state, Ms. Brooks and the Illinois Poet Laureate student award winners are poetic example of literary expression and an irresistible influence for others.

The following are the poems of Jamilla G. Daniels and Luis Saldivar, this year's Illinois Poem Laureate Awards winners:

Congratulations to all of the students who won this year's Illinois Poet Laureate Awards and to Richards Career Academy's

Jamilla G. Daniels and Luis Saldivar!

Author: IAMME member Leila Diab, World History & Bilingual Lead Teacher, Richards Career Academy, Chicago Public Schools and member of the Illinois Ethnic Advisory Council. Photos courtesy of Leila Diab.



cinco de mayo

The fifth of May is a holiday,
A Mexican Holiday that all people
celebrate.

There was the Battle of Puebla in
1862,
Between the French and Mexicans
too.

An important day for Mexican
people and its history.

The fifth of May, cinco de mayo
In Mexico and in other countries
around the world,
A time for fun and family
celebration.

That is what I call an open
invitation too,
The singing, dancing, food, and fun,
To the tune of self-determination
and
Viva Mexico!

Luis Saldivar
Richards Career Academy

What I've Done
*Dedicated to all Black
Heroes and Heroines*

What I've Done:
I helped to pave the way for
my black brothers and sisters.

What I've Done:
I made history and gave you
something to grow on.

What I've Done:
I changed the way people
think about our culture.

Only one question comes to
mind after all is said and
done,
And after all I've done.

What are you doing to help?

Jamilla G. Daniels
Richards Career Academy



**The Illinois Association for Multilingual Multicultural Education
Proudly Announces the Following Award Competitions:**

IAMME 2001 Educator of the Year Award

IAMME 2001 Bilingual Instructional Assistant of the Year Award

Note: The person named IAMME Instructional Assistant of the Year will be automatically nominated to represent the state of Illinois in the NABE Bilingual Instructional Assistant of the Year competition. Therefore, candidates for the Illinois award must adhere to NABE nomination guidelines. Candidates need to submit only one nomination packet for both competitions.

Although IAMME will continue to serve as clearinghouse for the NABE Bilingual Teacher of the Year Award competition, guidelines for each competition are different. Individuals may be nominated for either or both competitions but must submit SEPARATE nomination packets for each.

IAMME 2001

Educator/Instructional Assistant of the Year Award

Introduction: In recognition of the efforts that educators throughout the state of Illinois make on behalf of linguistic minority children, the Illinois Association for Multilingual Multicultural Education has established the IAMME Educator of the Year Award competition. This year, IAMME will honor an educator who has made a significant contribution to the education of linguistically and culturally diverse children. The educator may be any individual in the field of education: teacher, administrator, professor, etc.

Awards: The winners of the awards will be honored at the Annual Statewide Conference of Teachers of Linguistically and Culturally Diverse Children, to be held in Oakbrook, Illinois, January 22-25, 2001.

Nominations: Nominations for IAMME Educator of the Year will be accepted from interested second parties only. That is, in order to be eligible, educators must be nominated by colleagues, supervisors (coordinators, principals, superintendents, etc.), and/or other individuals who are well acquainted with the candidate's background, qualifications, and contributions in the education of language minority students, regardless of their field of specialization. Organizations and individuals may submit more than one nomination. Nominees for this award must be members in good standing of IAMME or must become members at the time of their nomination.

Qualifications: Educators who are actively involved in the education of linguistically and culturally diverse students, from early childhood to adult, qualify. Candidates must be exceptionally skilled and dedicated. Generally, candidates must have distinguished themselves as leaders in the field. Candidates should enjoy the respect and admiration of students, parents, and colleagues. They should play active and useful roles in the community as well as in the educational environment. The most important qualification to consider is the candidate's proven ability to inspire potentially English proficient students of various backgrounds and abilities to learn.

Procedure:

1. Initial screening of candidates for both competitions will be carried out on the basis of the Data Sheet and Letter of Nomination, submitted by interested parties on a candidate's behalf.
2. The IAMME Awards Screening Committee will select five finalists from the field of entries for each competition.
3. The five finalists for each competition will be invited to complete the screening process which will include –
 - A. a narrative, prepared by the candidate, containing biographical information and philosophy of education as well as evidence of professional development and community service. Letters of support from various persons and organizations will be accepted. A photograph (preferably 5" x 7" glossy black and white) should accompany the narrative packet.
 - B. a personal interview with members of the Awards Screening Committee.

Deadline: Initial nomination materials must be received by **October 25, 2000** at the address listed below. The five finalists will be notified by mail and/or telephone no later than **November 19, 2000**. Finalists will be required to submit their narratives by **December 2, 2000**. Personal interviews will be scheduled during a time convenient to both the candidate and the members of the Awards Screening Committee, shortly thereafter. The winner will be notified by **December 23, 2000**.

For more information, contact: IAMME Awards Screening Committee,
1855 Mount Prospect Road, Des Plaines, Illinois 60018-1805, (847) 803-3112, ext. 357.





Data Sheet
Educator of the Year Award
Bilingual Instructional Assistant of the Year Award
 (Make duplications as needed)



Name: _____ IAMME Membership Number: _____

Home Address: _____

School District/Institution: _____

Position: _____

Address: _____

Home Phone Number: (_____) _____ - _____ Work Phone Number: (_____) _____ - _____

Years in Present Position: _____ Grade Level(s): _____

Previous Work Experience: _____

Summary of Academic Training/Preparation

Dates _____

Institution Name and Address: _____

Degree earned: _____

*Name of Person Submitting Nomination: _____

Position: _____ Phone Number: (_____) _____ - _____

Nominating individual must attach a one-page letter stating the reason(s) for this nomination.

***Please note:** Nominations for IAMME Educator of the year will be accepted only from supervisors (coordinators, principals, superintendents, etc.), colleagues, parents, and/or individuals well acquainted with candidates background and qualifications. *Candidates may not nominate themselves.*

For more information, contact: IAMME Awards Screening Committee, 1855 Mount Prospect Road, Des Plaines, Illinois 60018-1805, (847) 803-3112, ext. 357.

Deadline: Initial nomination materials must be received by **October 25, 2000.**

Presidential Nominees Education Platform Positions, from page 1

Performance will be measured annually, and parents will be empowered with information and choices.

Governor Bush's Principles of Reform

Achieve Equality: The Clinton-Gore Administration has failed to narrow the achievement gap between disadvantaged students and their peers. Governor Bush is committed to closing this gap nationally, as he is doing in Texas.

Promote Excellence: Governor Bush believes that schools must have clear, measurable goals focused on basic skills and essential knowledge. There must be regular testing to ensure that the goals are being met. Tests should be developed by the states themselves.

Stop Funding Failure: Failing schools will be given a finite period to change; if they fail to do so, children of low-income parents will have the option of transferring to another public school or using their share of federal funds to pay for another option (tutoring, charter school, etc.).

Restore Local Control: Accountability must be accompanied by local control. If schools are to be held to high standards, they must have the freedom to meet those standards.

Give Parents Information and Options: Governor Bush believes that only the power of informed parental choice can change the status quo.

Ensure that Every Child Can Read: Nearly 70 percent of 4th graders in our poorest schools cannot read. Governor Bush believes reading is the gateway to learning and will ensure that every disadvantaged child can read by 3rd grade.

Improve School Safety: Juvenile gun laws will be enforced; children trapped in unsafe schools will have the option of transferring to a safe school.

Governor Bush's Reform Proposals

Governor Bush's education reform plan has 6 objectives:

1. Close the Achievement Gap between Disadvantaged Students and their Peers:

Empower low-income parents of students stuck in persistently failing schools with the option of transferring to another public school, or using their share of

federal funding to pay for another option of their choice (tutoring, charter school, etc.).

Offer enhanced Pell grants (an additional \$1,000) to low-income students who take rigorous math and science courses in high school.

Establish a \$1 billion Math and Science Partnership fund for states, colleges and universities to strengthen K-12 math and science education.

Establish a \$3 billion Education Technology Fund to ensure technology boosts achievement.

2. Strengthen Early Learning:

Establish the "Reading First" program by investing \$5 billion over five years to ensure that every disadvantaged child can read by third grade.

Reform Head Start by making school readiness – pre-reading and numeracy – its top priority.

3. Raise Standards through Local Control, Accountability and Choice:

Restore local control by combining more than 60 federal programs into five, flexible categories; have states establish accountability systems, testing every student in reading and math.

Establish a \$500 million fund to reward states and schools that improve student performance: withdraw a portion of federal funding from states that permit performance to decline.

Increase funding for special education with the goal of meeting the federal obligation under the Individuals with Disabilities Education Act.

4. Give Parents More Options from Kindergarten to College:

Publish school-by-school report cards on the Internet to arm parents with information.

Double the number of charter schools through a "Charter School Homestead Fund" to provide \$3 billion of loan guarantees for start-up and construction costs.

Expand "Education Savings Accounts" by increasing the annual contributions limit from \$500 to \$5,000, and allowing funds to be withdrawn tax free to pay for expenses from kindergarten through college.

5. Improve Teacher Quality and Increase Resources:

Combine new and existing funding into a \$2.4 billion fund for states to train and recruit teachers and enact teacher accountability systems.

Expand loan forgiveness from \$5,000 to \$17,500 for math and science majors who commit to teach in high-need schools for five years.

Increase funding for the Troops-to-Teachers program to \$30 million to recruit former military personnel to America's classrooms; and establish a tax deduction for teachers to deduct up to \$400 dollars in out-of-pocket classroom expenses.

6. Restore School Safety and Promote Character Development:

Require states to measure and improve school safety; provide students in persistently dangerous schools with a transfer to a safe school.

Establish "Project Sentry" to prosecute juveniles who carry or use guns and the adults who provide them.

Improve discipline by requiring schools to enact a zero-tolerance policy on classroom disruption; enact a Teacher Protection Act to shield teachers from meritless lawsuits.

Triple federal character education funding, and expand the role of faith-based and community organizations in after-school programs.

The Texas Record

Results of Governor Bush's Education Reforms:

Greatest Progress in the Nation: Texas is one of two states that has made the greatest recent progress in education, according to the Congressionally-mandated National Education Goals Panel.

Minority Students Rank Highest in Math: African-American 4th graders in Texas ranked 1st in the nation in math. Since 1992, African-American 4th graders in Texas have made the greatest gains in math, and Hispanic 4th graders have made the second greatest gains.

Students Score First and Second in

Writing: African-American and Hispanic eighth-graders in Texas ranked 1st and 2nd in the nation in writing. Texas eighth-graders as a whole ranked 4th in the nation.

Students Improve Every Year on State Skills Test: Under Governor Bush, the number of students passing all parts of the state skills test (TAAS) has increased by 51 percent. The number of both minority students and economically disadvantaged students passing all parts of the TAAS increased by 89 percent.

First in Teacher Quality: Texas ranked first in the nation in teacher quality, according to an independent evaluation by the Fordham Foundation.

Governor Bush worked with the Texas Legislature to enact bipartisan reforms to raise standards and demand results:

Set Clear Goals by cutting the number of state education goals from 48 to four: excellence in English, math, science, and history.

Toughened Accountability and Ended Social Promotion. Every child is tested every year; schools are held strictly accountable for results; teachers intervene early to correct learning problems, when they're easiest to fix.

Increased Funding for public schools by \$8.3 billion. State funding per pupil has increased 37 percent.

Increased Teacher Pay by 33 percent, resulting in an average salary increase of \$8,232.

Launched Early Reading Initiative by appropriating \$82 million to establish "reading academies" within Texas schools; established a reading diagnostic to help teachers detect reading problems early; supported intensive teacher training; committed more than \$200 million for intensive reading intervention programs – after-school, summer school, or in-school reading instruction.

Promoted Early Childhood Education by making the largest investment in early childhood education in Texas history; appropriated \$200 million for early education programs for low-income preschoolers, and \$17 million to improve reading-readiness and Head Start programs – the first Texas investment ever in Head Start.

Restored Local Control: reformed the

Texas Education Code for the first time in 50 years and slashed the number of state education rules in half.

Gave Parents Choices by providing grants for students in poor-performing schools to transfer to another district; authorized creation of charter schools (now numbering 168), and schools for "at-risk" youth.

Supported School Construction by allocating almost \$1.7 billion to help local school districts build more than \$5 billion worth of new classrooms.

Vice President Al Gore

Education

"There is no greater test of our national responsibility than the quality of the education we provide." - Al Gore

Al Gore knows that education is a top national priority for national leadership and national investment. With ninety percent of America's students in public schools, we have a strong responsibility to improve public education as a cornerstone of our democracy and prosperity. By demanding high standards from our schools, teachers and students while investing in the tools they need to succeed, we can make revolutionary improvements in our public schools. Al Gore has a bold plan to invest more in our schools while also expecting more from them. Gore's plan to revolutionize education would:

Raise Standards and Accountability

Because Al Gore knows that accountability without investment is doomed to fail, but greater investment without accountability for results is a waste of money, Gore's plan will demand more from all of our teachers, students and schools.

Schools: We cannot tolerate failing schools. Gore's plan will require states and school districts to identify failing schools and put in place an aggressive plan to turn those schools around. Schools that do not improve would be shut down and reopened under new leadership with a rigorous peer evaluation of every teacher. The plan also increases public school choice, with funds to triple the number of charter schools, and requires schools to issue performance report cards to help parents select the school best-suited to their child's needs

and hold schools accountable for student performance. And Gore's plan ties some state funding to student achievement - with strong rewards for success and consequences for failure.

Teachers: We should treat teachers like the professionals they are and hold them to high professional standards. Gore's plan will make sure there is a qualified teacher in every classroom, and hold teachers to high professional standards - requiring rigorous testing for all new teachers, periodic peer reviews of licensed teachers and faster, fair ways to identify, improve and, where necessary, remove failing teachers.

Students: We need to demand more from all of our students. Gore's plan encourages states to develop high school completion exams - to ensure that every student leaves school with the skills he or she needs to succeed - and voluntary national tests in 4th grade reading and 8th grade math to make certain every student masters the basics. He will also increase efforts to keep kids in school and close the gap between disadvantaged students and their peers.

Invest More In Our Public Schools

Al Gore will invest an additional \$115 billion over ten years to help every child in our public schools reach high standards.

Early Education and Universal Preschool: Gore's plan will start with a momentous strategy for early education by making high-quality, voluntary preschool available to every 4-year-old and an increasing number of 3-year-olds. It will also expand funding for Head Start and Early Head Start and help families pay for high quality child-care - to ensure every child starts school ready to learn.

Raise Teacher Pay: We should pay teachers like the professionals they are. Gore's plan will provide funding to help raise teacher salaries in schools that commit to improve teacher quality.

Recruit and Train New Teachers: Gore will finish the job of hiring 100,000 qualified teachers to lower class sizes in the early grades. And to help schools meet record student enrollments, Gore will provide funding to help recruit, hire and train 1,000,000 new teachers over the

Presidential Nominees Education Platform Positions, from page 13

next ten years, with incentives for those who commit to work in a high-need school.

Rebuild Crumbling Schools: Gore will help communities rebuild and modernize school buildings to assure our students can attend schools that are modern, safe, and well-equipped for learning.

Access to New Technology: Gore's plan will finish wiring every classroom to the Internet and train students and teachers to use information technology to individualize learning and bridge the digital divide.

Special Education for Students with Disabilities: Gore will reaffirm the importance of the Individuals with Disabilities Education Act (IDEA) by making a substantial increased investment to ensure that children with disabilities have access to a free appropriate education and has opened the doors of public schools to children with special needs.

Making Higher Education More Affordable: Gore will help parents and students save tax-free to make college and lifelong learning more affordable and make up to \$10,000 of college tuition tax-deductible.

Strengthening Bilingual and Immigrant Education

Al Gore supports strengthening bilingual and immigrant education efforts. Bilingual education funding helps school districts teach English to more than a million limited English proficient children, helping them achieve the same high standards as all other students. The Immigrant Education Program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students. Al Gore also supports the English Language/Civics initiative, an innovative program to help states and communities provide limited English proficient (LEP) individuals with instruction in both English literacy and critical life skills necessary for effective citizenship and civic participation.

Opposing English-Only Legislation

Al Gore strongly opposes legislation to make English the official language of the United States, which jeopardizes services

and programs for non-English speakers and jeopardizes assistance to the tens of thousands of new immigrants and others seeking to learn English as adults.

Accomplishments

Gore Helped Strengthen Bilingual and Immigrant Education for Students

Al Gore and the Administration have worked to allow students with limited English skills to get the extra help they need in order to meet the same high standards expected for all students. The Administration fought for and won a 35% increase for bilingual and immigrant education in 1997 and an additional \$26 million for the year 2000. These educational initiatives allow school districts to teach English to more than one million limited English proficient children.

Gore Promoted Educational Opportunities for Over 800,000 Immigrant Children

Al Gore and the Administration have promoted an Immigration Education program to improve supplemental instruction services for over 800,000 recent immigrant students at over 1000 school districts nationwide. These actions help achieve Al Gore's goal that all teachers are well-trained to meet the needs of immigrant and bilingual students.

Gore Helped Expand Education Initiatives for Hispanic Americans

In 1998, Al Gore announced and helped pass the Administration's Hispanic Education Action Plan, which provides more than \$524 million for improving education for Hispanic children and adults. Gore announced in 1999 that an additional \$480 million would be spent on the program for the next fiscal year. These funds would be targeted at economically disadvantaged school districts and increased spending for programs for children with limited English skills.

Gore Opposed English-Only Legislation and English Language Visas

Al Gore and the Administration consistently opposed English-Only legislation that would jeopardize services and opportunities for immigrants and

limited English proficiency adults. In Congress, Al Gore opposed efforts to add English fluency as a qualification to obtain a visa for independent immigrants.

Accomplishments

Gore Has Worked to Improve Public Education

Gore Has Worked to Reduce Class Sizes by Hiring Qualified, New Teachers. Al Gore and the Administration proposed a 100,000 New Teachers to reduce class sizes nationwide. The Administration won funding for a down payment on the plan that provided states with \$1.2 billion in 1999 to hire 30,000 well-prepared teachers. The Administration also won \$1.3 billion in 2000 to continue to implement the Administration's goal. The Administration has proposed \$1.75 for 2001, and Gore is now challenging Congress to finish the job by providing the funding needed to hire all 100,000 new teachers.

Gore Has Fought to Rebuild and Modernize 6,000 Schools Nationwide. Al Gore and the Administration introduced a proposal to build and modernize 6,000 schools nationwide as part of the fiscal year 2000 budget plan. In announcing this new proposal, Gore stated that we "...need to ensure that our children are learning 21st Century skills in 21st Century classrooms," and that "no child should be forced to learn in a temporary trailer." In 1998, Gore and the Administration introduced a plan to repair and rebuild over 5,000 public schools with \$22 billion in public bonding authority.

Gore Supported Goals 2000 to Promote Standards and Accountability. In 1994, Al Gore and the Administration approved the Goals 2000 legislation, which established, for the first time, national educational goals for all schools and students. The Goals 2000 legislation also authorized \$400 million in additional funding for schools, including funds for school safety programs. Since the inception of the program, 47 states and the District of Columbia and Puerto Rico have adopted comprehensive Goals 2000 plans.

Gore and the Administration Worked to Raise Standards for Students in Need. Gore and the Administration increased

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Title 1 funding to help 11 million low-income students. These students now benefit from higher expectations and more challenging curriculums which are geared to new, higher standards.

Gore and the Administration Have Supported Public Charter Schools. Al Gore and the Administration have overseen tremendous growth in the number and variety of charter schools nationwide. In 2000, they secured more than \$137 million for public charter schools, and they have proposed \$175 million for 2001. Due in part to this Administration's support, there are now over 1,700 charter schools. In 1992, there was only one operational charter school nationwide.

Gore Supported Education Reforms and Fought for Public Schools as a Member of Congress. As a Congressman and a Senator, Al Gore supported a number of important education reform measures that strengthened public education. He cosponsored the Neighborhood Schools Improvement Act and the Star Schools program, which has helped schools set up telecommunications networks for distance learning classes. Gore also opposed an educational voucher proposal that would have undermined public education.

Gore Cosponsored Legislation Creating the Department of Education. As a Representative in the U.S. House, Al Gore fought to ensure that education received the attention and support it needed from the federal government. Gore was an original cosponsor of the 1979 bill that created the U.S. Department of Education. The bill also provided funding increases for the department based on inflation.

Gore Was an Early Advocate for an Independent Department of Education. In 1977, Gore argued for a Department of Education. He said, "We all know why there is a need for a separate Department of Education in the federal government. It is important to insure that education gets the attention and the support it deserves at the highest levels of government."

Gore Led Efforts to Expand Parental

Involvement in Education. Each year since 1992, Al and Tipper Gore lead a Family Re-Union Conference to address issues confronting working American families. They led the 1997 conference with the goal of promoting a family-oriented approach to education. At the conference, Al Gore announced a new technology developed cooperatively by Silicon Valley and educators that will allow parents to be more active participants in children's education by, for example, allowing parents to view children's grades through the Internet or television. The conference led to the Partnership to Expand Parental Involvement in Education - a unique, national effort spearheaded by academic institutions, U.S. Department of Education, and the Partnership for Family Involvement in Education.

Ralph Nader

Education

"Obviously, you see how our children are not learning enough history, they're not learning how to write. Their attention span is being shrunken by all this entertainment on TV and videos that are beamed to them.

Obviously, we have to repair our schools and bring the material infrastructure up. Obviously, we have to try to get better teachers and make sure they're paid adequately. And obviously, we have to make the schools safe.

But that's just the beginning, because I have seen schools that are ship-shape physically and have greatly paid teachers, et cetera, but that doesn't mean the children are learning. And I think that the best way for them to learn is to develop a civic curriculum, civics, where they learn about history, and reading, writing, arithmetic in terms of understanding the reality of the world around them, starting with their own community's history and their own community's problems and challenges.

And if we do that, starting with the elementary school, we will develop the beginnings of strong, upstanding,

confident citizens who know how to learn way after they finish their formal education." (Transcript, CNN TalkBack Live)

Pat Buchanan

Immigration Control

Illegal immigration must be halted, and no illegal alien given welfare. We need a nationwide Proposition 187, a closing of the Southwest border to illegals (with the National Guard, if necessary) and a new immigration law where we Americans decide who comes, and when. Our first concern must be the peace, stability and unity of our own country.

Parental Control of Education

Parents everywhere are fighting for the hearts and minds of their own children. We must shut down the Department of Education, and return authority to the states and to the people.

Sources:

Pat Buchanan - Reform Party:
www.iac.net/~davcam/pat.html

George W. Bush - Republic Party:
www.georgewbush.com

Al Gore - Democratic Party:
www.algore.com

Ralph Nader - Green Party:
www.votenader.com

For more on these candidates & others opinions on the issues, visit
www.issues2000.org.



Vote Tuesday
November 7!

Workshops in the IMAGE Writing Rubric to Be Offered at Regular Intervals from Anne Marie Fuhrig, ISBE Coordinator for IMAGE Testing

Teachers can attend one of the following one-day workshops to familiarize themselves with the requirements of the writing part of IMAGE:

1. September in Bloomington and Rock Falls and
2. October 5 in Lombard (For last-minute registration information, please contact Joyce Weinstock at 630-495-6080 or e-mail: jweinstock@dupage.k12.il.us).
3. November 9 in Wheeling to serve North Cook/Lake County. Fee \$10. Registration is needed by November 2; request forms from Anne Marie Fuhrig at 217-782-4823, e-mail afuhrig@isbe.net or download from the web site.
4. January 22, 2001 (the Monday of the annual IAMME conference) at the Hyatt Oak Brook, Oak Brook, Illinois. No fee. Registration needed by January 12, fax to Anne Marie Fuhrig at 217-782-6097. Please also call the Illinois Resource Center at (847) 803-3112 to register and arrange for lunch.

Workshop registration forms are being made available at: <http://www.isbe.state.il.us/isat/IMAGE.htm>

At the workshops, participants will learn to score their students' essays according to the IMAGE writing rubric. Teachers who master the rubric can teach their students more effectively. The better students learn to write to the rubric, the better they can do on the ISAT writing test in the future. Teachers' enhanced scoring skills can also be useful for local assessment. Beyond that, teacher participants may become interested in being a workshop presenter role or work on an ISBE advisory committee.

How will LEP Testing Become Title I Compliant?

State plans are in preparation to comply with federal Title I requirements. "Each State shall develop high-quality student assessments, in at least mathematics and reading or language arts. Such assessments shall –

- A. be the same assessments used to measure the performance of all children, if the State measures the performance of all children;
- B. be aligned with the State's challenging content and student performance standards and provide coherent information about student attainment of such standards;
- C. be valid and reliable;
- D. measure the proficiency of students in the academic subjects in

- which a State has adopted challenging content and student performance standards and be administered at some time during
 - i. grades 3 through 5;
 - ii. grades 6 through 9; and
 - iii. grades 10 through 12;
- E. involve multiple measures of student performance, including measures that assess higher order thinking skills and understanding;
- F. provide for –
 - i. the participation in such assessments of all students;
 - ii. the reasonable adaptations and accommodations for students with diverse learning needs; and
 - iii. the inclusion of limited English proficient students who shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information;
- G. include students who have attended schools in a local educational agency for a full academic year;
- H. provide individual student reports;
- I. enable results to be disaggregated by gender, major race and ethnicity, English proficiency status, migrant status, students with disabilities, and poverty."

New Sample Materials for IMAGE for Grades 3-5 and 9-11 to Arrive in All Districts Where IMAGE Was Administered in 2000

Appropriate amounts of newly released sample materials are coming soon. The sample materials for grades 6-8 continue to be available by contacting ISBE.

Enrollment Update for 2001 Testing

District testing directors will receive "Enrollment Up-Date Forms" from the testing contractor, National Computer Systems in Iowa City, probably in October. It is important that the district person with the most up-to-date enrollment information provides the numbers for this form. IMAGE tests will be shipped for spring testing based on the enrollment numbers reported to NCS on this form.

For further information, please call Anne Marie Fuhrig at 217-782-4823 or e-mail afuhrig@isbe.com.

Plan To Attend A State Board Of Education School House Meeting This Fall: Your opportunity to give input to State Supt. Max McGee

The State Board of Education is getting out of Springfield and coming to a school near you. They want to listen to the ideas and suggestions of parents, students, teachers, administrators, and the community about working together to strengthen education.

This is your chance to make a difference in the lives of our PEP children and their families. Consider attending one of these meetings and testify about the success of your program and your bilingual students. This is a great opportunity to be pro-active

about the instructional program for PEP students in your district as well as a chance to talk about how the program could be improved. Make sure that you identify yourself as a member of IAMME, a state association of individuals interested in the education of potentially-English-proficient (PEP) students.

When are the meetings?

Meetings will be held in either the morning or afternoon. All meetings offer the same program and opportunities.

Upcoming Dates:

Monday, October 2 - Warren Township High School, 34090 Almond Road, Gurnee

Tuesday, October 24 - Freeport High School, 701 W. Moseley Street, Freeport

Wednesday, October 25 - Addison Trail High School, 213 N. Lombard Rd, Addison

Please consult the ISBE web page for a sample agenda, additional Fall Tour Dates and additional information:

<http://www.isbe.state.il.us/schoolhouse/meet.asp#sched>

ILLINOIS ASSOCIATION FOR MULTILINGUAL MULTICULTURAL EDUCATION

The Illinois Association for Multilingual Multicultural Education (IAMME) is pleased to announce that we offer Illinois educators a combined membership with our national organization, the National Association for Bilingual Education (NABE). Regular membership for NABE is \$48.00. Regular membership in IAMME is \$20.00. A combined membership is \$60.00 which represents a savings of \$8.00. Individual memberships in IAMME are, of course, still available. Now you have even more reason to join us!

IAMME is a professional association for people who promote high quality educational policies and practices for potentially English proficient learners. It is an organization comprised of people who believe in the benefits of multilingualism and multiculturalism.

Historical Background: Originally, the Illinois Association for Bilingual Education (IABE) was a pioneer affiliate of NABE. It was founded in the early 70's in response to the need for promoting educational services for potentially English proficient (PEP) students in the State of Illinois. In 1988, in an effort to include all educators involved with linguistically and culturally diverse students, the name was changed to the Illinois Association for Multilingual Multicultural Education (IAMME).

Purpose: The twin purposes of **IAMME** are:

- The promotion of meaningful, effective, and efficient education for linguistically and culturally diverse students which includes the development of multilingualism and multiculturalism.
- The promotion of quality educational practices for developing an appreciation for cultural and linguistic diversity in a global society.

Objectives:

- 1.) To promote and develop professional competence and standards in educational services for linguistically and culturally diverse students in cooperation with teacher training institutions; national, state, and local educational agencies; and professional as well as community organizations,
- 2.) To hold seminars and conferences for the promotion, development, and enhancement of meaningful, effective, and efficient educational services for linguistically and culturally diverse students in Illinois with an emphasis on multilingualism and multiculturalism.
- 3.) To disseminate information, materials, and data useful in the attainment of these objectives.
- 4.) To serve as a source of information and employment opportunities for members.
- 5.) To serve as advocates for the schooling of all linguistically and culturally diverse students,
- 6.) To encourage and facilitate the active involvement of parents and communities in issues concerning the education of linguistically and culturally diverse students in Illinois.

Membership Eligibility: All professional or paraprofessional educators, parents, students or community members interested in the purposes and objectives of **IAMME** or the promotion of multilingual, multicultural education.

Membership Benefits: Your membership entitles you to the following benefits:

- The **IAMME** Newsletter and all IAMME publications
- Reduced fees at annual conference events*
- Free or reduced registration fees at semi-annual conference events*
- Participation in all **IAMME** activities
- Acquisition of professional materials and relevant services
- Opportunities for sharing on a professional basis with fellow practitioners

WHAT TO DO: Fill out the form on the reverse side and mail it together with a check payable to **IAMME** to:

IAMME Membership Committee
c/o James Cohen,
IAMME Secretary
1855 Mount Prospect Road
Des Plaines, IL 60018-1805

JOIN US!

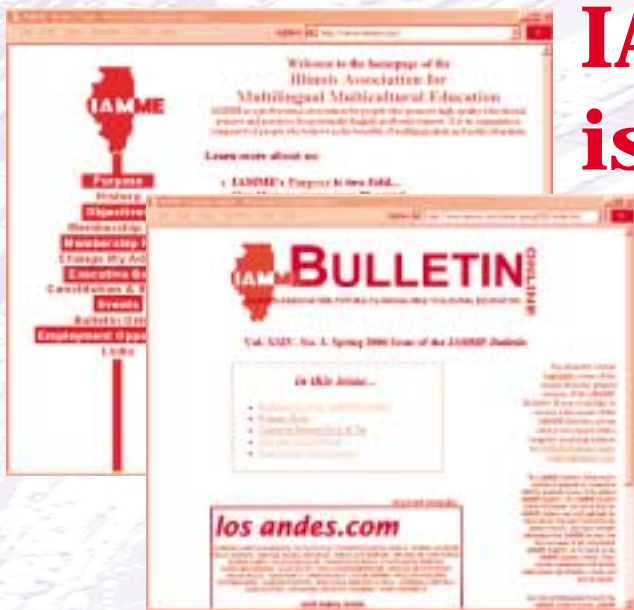
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IAMME is on the web...

Members:

...the IAMME web site has a lot to offer you!

- online calendar to keep you up-to-date!
- online employment opportunities
- contact information for your IAMME Board
- online version of this newsletter!
- and much, much more!

Advertisers:

...the IAMME web site has a lot to offer you too!

- banner ad opportunities that will link to YOUR web site!
- some business already have free links from our online newsletter
- newsletter advertisers get their ad on our online version for free!

Check us out online - www.iamme.org

