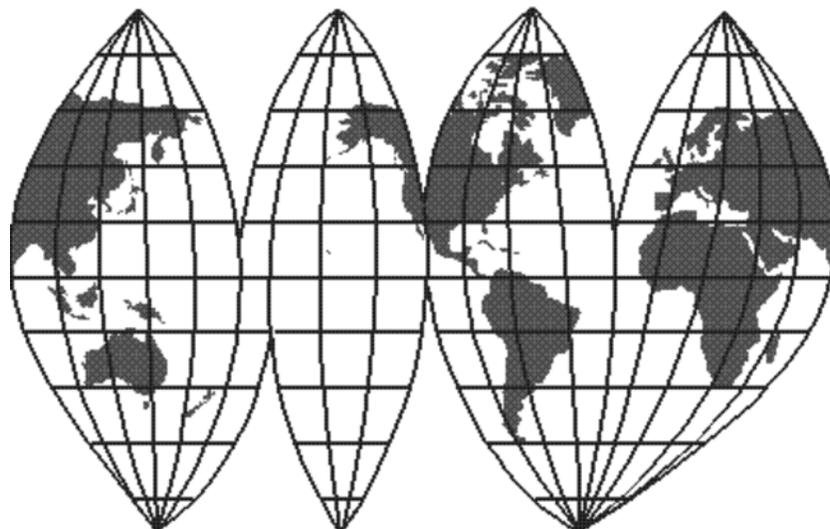


National Clearinghouse for Bilingual Education, 1996

***BIENNIAL REPORT TO CONGRESS
ON THE EMERGENCY IMMIGRANT EDUCATION PROGRAM***



United States Department of Education
Office of the Secretary
September 3, 1996

TABLE OF CONTENTS

[I. Introduction](#)

[II. Background](#)

- A. Overview of the EIEA Program
- B. Administration of the EIEA Program

[III. EIEA Program Participants](#)

- A. EIEA Program Participants by State
- B. EIEA Program Participants by National Origin

[IV. EIEA Program Grant Allocations, 1984-1993](#)

[V. EIEA Program Expenditures](#)

- A. Fiscal Year 1992
- B. Fiscal Year 1993

[VI. Summary](#)

[VII. References](#)

[Appendix A.](#) Emergency Immigrant Education Act (reauthorization of EIEA Program as Part C of Title VII)

Appendix B. State Reporting Form (unavailable in electronic format).

[Appendix C.](#) EIEA Participants by Country of Origin: 1992-1993 and 1993-1994 School Years

Appendix D. EIEA Participants by State and Country of Origin: 1992-1993 and 1993-1994 School Years (unavailable in electronic format).

[Appendix E.](#) State Coordinators of EIEA Programs

TABLES AND FIGURES

List of Tables

1. [Percentage of EIEA Participants by State for the 1992-1993 School Year](#)
2. [Percentage of EIEA Participants by State for the 1993-1994 School Year](#)
3. [Most Common Countries of Origin for Students Served in EIEA Programs, 1992-1993](#)
4. [Most Common Countries of Origin for Students Served in EIEA Programs, 1993-1994](#)
5. [EIEA Grant Allocations, 1984-1993](#)
6. [EIEA Expenditures by Category, 1992-1993 and 1993-1994](#)

List of Figures

1. [Number of Students Served in the EIEA Program: 1984-1993](#)
2. [Number of Dollars Allocated Per Student Served in EIEA: 1984-1993](#)
3. [Percent of State Expenditures by Category: 1992-1993](#)

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National Clearinghouse for Bilingual Education, 1996

**BIENNIAL REPORT TO CONGRESS
ON THE EMERGENCY IMMIGRANT EDUCATION PROGRAM**

I. INTRODUCTION

According to a 1994 report by the U.S. General Accounting Office (GAO), poor children and those with Limited English Proficiency (LEP) are more likely than others to experience academic failure [\(1\)](#). Most recent immigrant students are both poor and limited English proficient. GAO estimated that the number of children in immigrant households grew by 24 percent during the 1980s.

The Emergency Immigrant Education Act (EIEA) of 1984 was enacted by Congress in response to the financial challenges facing school districts with large numbers of immigrant students. Although immigrant students encompass only about five percent of the overall school-age population, their geographic concentration in some school districts represents a significant burden for some local communities. Through the EIEA program, Congress reimburses school districts for part of the cost of educating these children.

Every local educational agency receiving EIEA funding is required to report data on enrollments and expenditures for every program year to its State educational agency. The State educational agencies consolidate enrollment data and expenditure information and submit one report on behalf of the State. This report was compiled using data and financial information received from each State educational agency on form OMB No. 1885-0513 for the 1992-1993 and the 1993-1994 school years.

This report, including the introduction, is organized into seven different sections:

- Section II of this report provides the legislative history and overview of the EIEA program and the program's administration.
- Data on the total number of EIEA students, and the number of EIEA students by state of residence and country of origin are found in Section III.
- Historical financial grant information from 1984 through 1993 can be found in Section IV.
- Section V presents EIEA program expenditures for 1992-1993 and 1993-1994.
- A summary of the findings based on analysis of data is presented in Section VI.
- The final section, Section VII, includes references used to compile this report.

Congress enacted amendments to the EIEA in 1988 and reauthorized the act in 1994. Appendix A contains a copy of provisions from the 1988 amendments to the EIEA (PL 100-297) under which activities described in this report are authorized and a copy of the 1994 reauthorization. The Secretary of the Department of Education is required under Section 4401(b) of the law to submit a Report to Congress every two years on the status of the EIEA program. The same requirement appears in section 7308 (b) of the new statute. This report fulfills that requirement by providing information on the EIEA program, program participants, grant allocations and expenditures for the school years 1992-1993 and 1993-1994. Information was collected from

EIEA program surveys (Appendix B) submitted by state education agencies (SEAs) to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, along with U.S. Census data, a 1991 GAO report on the EIEA program, and additional research related to immigrant and refugee programs. Appendix C contains the delineation of program participants by country of origin. Appendix D contains EIEA Participants by State and Country of Origin during school years 1992-1993 and 1993-1994 School Years. State Coordinators of EIEA Programs are contained in Appendix E.

In 1994, Congress reauthorized the EIEA Program as Part C of Title VII of the Elementary and Secondary Education Act.

[Return to Table of Contents](#)

II. BACKGROUND ⁽²⁾

According to the Department of Education biennial reports on the EIEA program, the number of immigrant children served by the program has more than doubled since 1984. In a 1994 report on education of children in poverty, GAO reported that immigrant children make up about five percent of the country's school-age population (ages 5-17) ⁽³⁾. As a result, the provision of services for immigrant students, many of whom are limited English proficient, is a significant concern for some State and local educational agencies (LEAs). Fluctuations in the number of immigrants arriving each year can make it more difficult for some LEAs to plan and to provide services. The EIEA program provides financial support to these LEAs in order to help serve this population.

A. Overview of the EIEA Program

The U. S. Department of Education is authorized to award and monitor grants to eligible State educational agencies. Funds are then distributed to eligible LEAs. Some of the supplementary educational and basic instructional services provided to immigrant children include bilingual or English language instruction, as well as additional materials, supplies, and staff training needed to serve this population.

Section 4407(b) of the EIEA describes the services for which LEAs may use their EIEA program funds:

"(1) Supplementary education services necessary to enable those children to achieve a satisfactory level of performance, including:

- (A) English language instruction;
- (B) other bilingual education services; and
- (C) special materials and supplies;

(2) additional basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and

(3) essential inservice training for personnel who will be providing instruction described in either paragraph (1) or (2) of this subsection."

Based on the law, the formula for funding eligibility is determined by the number of immigrant children currently enrolled in a school 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 order to have its immigrant children included in the State count, 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 can be included in this count determine the amount of each State's EIEA grant. The intent underlying these criteria is to provide assistance where these schools are concentrated.

B. Administration of the EIEA Program

Management and administration of the EIEA program are the responsibility of OBEMLA. Duties of the program officer responsible for the EIEA program include distribution, processing, and reviewing grant application materials for SEAs interested in applying for funding. EIEA funds are distributed based on the ratio of eligible immigrant students within each SEA to the total number of eligible immigrant students in the United States. The amount of funds received by each eligible SEA is calculated by multiplying the number of eligible students in each state by the per student amount authorized by Congress (\$500). This amount is later adjusted to the amount appropriated by Congress.

According to the law, grants must also be reduced to offset Federal funds received for the same purpose, such as the Targeted Assistance Grants (TAG) Program administered by the Department of Health and Human Services (HHS) Office of Refugee Resettlement (ORR). During the application process, HHS/ORR provides OBEMLA with a list of States who are requesting TAG funds and the amount requested. OBEMLA withholds a portion of the EIEA grant until the HHS/ORR completes its application process and then releases or reduces funds based on TAG data. Any remaining funds are redistributed among participating SEAs. During the 1994 reauthorization of the EIEA, the reduction provision was removed from the statute.

After the EIEA grant awards are made, the OBEMLA program officer is responsible for reviewing the biennial reports required from each SEA under Section 4410(a) of the legislation.

[Return to Table of Contents](#)

III. EIEA PROGRAM PARTICIPANTS

According to a 1991 report on the EIEA program by the GAO, there were about 700,000 eligible immigrant children in over 4,500 school districts during the 1989-1990 school year ⁽⁴⁾. The GAO study, based on a survey of 529 school districts that received EIEA program funds during 1989-90 and a representative sample of 995 districts that did not receive EIEA program funds, estimated that about 85 percent (564,000) of the identified eligible immigrant students were receiving EIEA-funded services. The other 15 percent were either in school districts with too few students to qualify (90 percent of nonfunded districts) or in districts electing not to apply for an EIEA grant (10 percent of nonfunded districts). School district officials, according to the report, did not request EIEA funds because they were not aware of the program, or did not realize that they were eligible for funding, or did not have sufficient resources to identify immigrant children.

A. EIEA Program Participants by State

Information in Tables 1 and 2 show the total percentage of immigrant students served by States during the 1992-1993 and 1993-1994 school years, as compiled from SEA reports. For the 1992-1993 school year, 36 States and two territories reported that they served 736,501 immigrant students. Thirty-seven States and two territories provided services to 767,166 students in 1993-1994, an increase of 4 percent.

Five States (California, New York, Texas, Illinois, and Florida) accounted for over 75 percent of total

EIEA participants for both 1992-1993 and 1993-1994. California had the largest proportion of EIEA students for each school year (47.4 percent and 44.5 percent, respectively), followed by New York (17.9 percent and 20.8 percent, respectively). Similar findings were reported in the previous biennial Report to Congress on 1990-1992 data. Data from Oklahoma and Utah have not been included in this report because these States classify students by region (e.g., Latin America, Asia) rather than by country of origin.

TABLE 1
Percentage of EIEA Participants by State for the 1992-93 School Year (highest to lowest)

STATE	TOTAL STUDENTS	PERCENTAGE
California	346,188	47.2%
New York	130,547	17.8%
Texas	40,126	5.5%
Illinois	39,347	5.4%
Florida	29,884	4.1%
New Jersey	21,369	2.9%
Arizona	16,335	2.2%
Massachusetts	16,213	2.2%
Virginia	11,826	1.6%
Maryland	9,026	1.2%
Washington	8,978	1.2%
New Mexico	6,573	0.9%
Oregon	5,377	0.7%
Rhode Island	4,662	0.6%
Connecticut	4,571	0.6%
District of Columbia	4,434	0.6%
Pennsylvania	4,152	0.6%
Georgia	3,738	0.5%
Michigan	3,606	0.5%
Colorado	3,586	0.5%
Puerto Rico	3,500	0.5%
Minnesota	3,186	0.4%
Hawaii	3,151	0.4%
Louisiana	2,973	0.4%

Virgin Islands	2,453	0.3%
Kansas	2,081	0.3%
Tennessee	1,614	0.2%
Ohio	1,604	0.2%
Idaho	1,399	0.2%
Wisconsin	1,311	0.2%
Missouri	927	0.1%
Iowa	788	0.1%
Maine	274	0.04%
Nebraska	269	0.04%
North Dakota	213	0.03%
Montana	156	0.02%
Vermont	109	0.01%
TOTAL	736,501	100.0%

TABLE 2
Percentage of EIEA Participants by State for the 1993-94 School Year (highest to lowest)

STATE	TOTAL STUDENTS	PERCENTAGE
California	338,452	44.3%
New York	158,638	20.7%
Texas	44,645	5.8%
Illinois	43,201	5.6%
Florida	34,463	4.5%
New Jersey	20,784	2.7%
Arizona	16,485	2.2%
Massachusetts	16,168	2.1%
Virginia	12,311	1.6%
Washington	10,602	1.4%
Maryland	8,725	1.1%
District of Columbia	4,559	0.6%
Rhode Island	4,415	0.6%
Connecticut	4,369	0.6%

Colorado	4,099	0.5%
Michigan	3,966	0.5%
Georgia	3,926	0.5%
Puerto Rico	3,528	0.5%
Minnesota	3,509	0.5%
Hawaii	3,484	0.5%
Pennsylvania	3,252	0.4%
Louisiana	3,022	0.4%
Nevada	2,479	0.3%
Virgin Islands	2,452	0.3%
Kansas	2,055	0.3%
Idaho	2,053	0.3%
Ohio	1,880	0.2%
Oregon	1,834	0.2%
Tennessee	1,605	0.2%
Iowa	1,244	0.2%
Wisconsin	1,089	0.1%
Missouri	1,046	0.1%
New Mexico	1,044	0.1%
Nebraska	808	0.1%
North Dakota	368	0.05%
Maine	301	0.04%
Vermont	183	0.02%
Montana	162	0.02%
TOTAL	767,166	100%

EIEA Program Participants by National Origin

The most common countries of origin for students served in EIEA programs in the 1992-1993 and 1993-1994 school years is shown in Tables 3 and 4. Students from over 250 countries participated in the EIEA program each year. In each program year, ten countries accounted for nearly two-thirds of all EIEA program participants, with the largest proportion of EIEA students from Mexico (41.1 percent in 1992-1993 and 39.1 percent in 1993-1994). There was no change in the composition of the top ten countries of origin between 1992-1993 and 1993-1994 school years:

- Mexico
- Vietnam
- China
- Dominican Republic

- El Salvador
- Haiti
- Jamaica
- Korea
- Philippines
- Former Soviet Union

Compared with the last biennial report, Guatemala was replaced by Jamaica on both years' lists of the most common countries of origin.

Over one-half of the EIEA program participants during 1992-1993 and 1993-1994 were from Spanish-speaking countries. These were:

1. Mexico
2. El Salvador
3. The Dominican Republic

The same ranking was reported for the previous two-year period (1990-1992).

More than one-fifth of the remaining EIEA students are from Asian-language speaking countries, such as Vietnam, Laos and China. Less than three percent of these students are from English-speaking countries. Appendix C presents the number of EIEA participants by country of origin as reported by SEAs for the two reported school years.

A detailed listing of EIEA participation by state of residence and country of origin as reported by SEAs for the 1992-1993 and 1993-1994 school years is contained in Appendix D.

TABLE 3
Most Common Countries of Origin for Students Served in EIEA Programs: 1992-1993

COUNTRY	NUMBER OF STUDENTS	PERCENTAGE
Mexico	301,897	41.0%
Vietnam	38,548	5.2
Dominican Republic	37,123	5.0
El Salvador	27,801	3.8
Former USSR	23,540	3.2
Philippines	22,574	3.1
China	17,145	2.3
Korea	16,910	2.3
Jamaica	15,899	2.2
Haiti	15,420	2.1

TABLE 4
Most Common Countries of Origin for Students Served in EIEA Programs: 1993-1994

COUNTRY	NUMBER OF STUDENTS	PERCENTAGE
Mexico	299,095	39.0%
Vietnam	40,882	5.3
Dominican Republic	43,094	5.6
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

[Return to Table of Contents](#)

IV. EIEA PROGRAM GRANT ALLOCATIONS, 1984-1993

Table 5 illustrates the amount Congress appropriated for the EIEA program since its inception in 1984. In a graphic representation, Figure 1 shows that the number of students served by the program has doubled since the EIEA program began over ten years ago. Between 1984 and 1993 the funds appropriated by Congress have remained steady at about \$30 million. Figure 2 graphically shows funds allocated per student over the last ten years.

TABLE 5
EIEA Grant Allocations, 1984-1993 ⁽⁵⁾

School Year	Appropriation (in millions)	Number of EIEA Students	Per Student Allocation (Dollars)
1984-1985	\$30.0	348,287	\$86
1985-1986	30.0	422,549	71
1986-1987	28.7	436,612	66
1987-1988	30.0	428,688	70
1988-1989	28.7	427,870	67
1989-1990	29.6	478,172	62
1990-1991	30.1	616,604	49
1991-1992	29.3	687,334	43
1992-1993	30.0	778,508 ⁽⁶⁾	39
1993-1994	29.4	825,968	36

Figure 1: Number of Students Served in the EIEA Program: 1984-1994

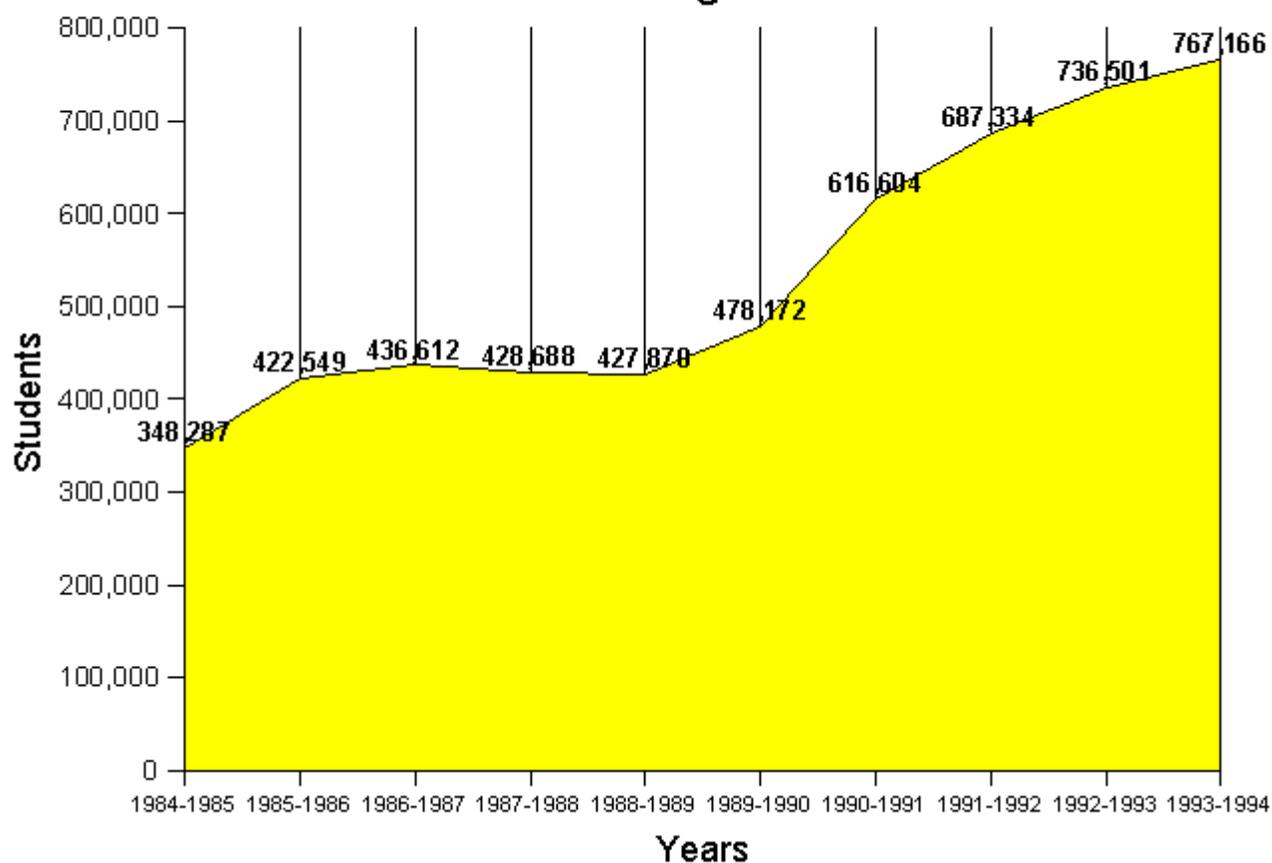
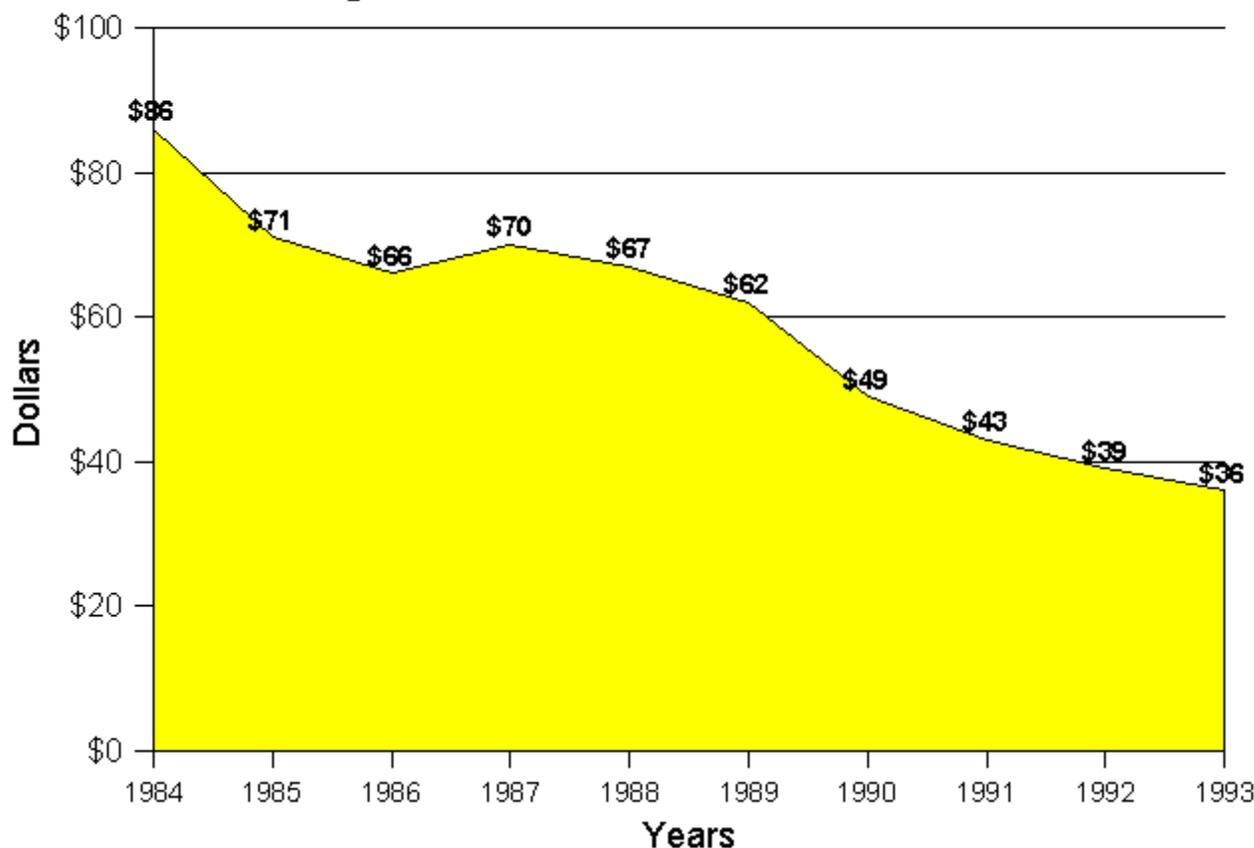


Figure 2: Number of Dollars Allocated
Per Eligible Student in EIEA: 1984-1994



[Return to Table of Contents](#)

V. EIEA PROGRAM EXPENDITURES

A. Fiscal Year 1992

In the 1992-1993 school year, 36 States and two territories reported total expenditures in the amount of \$28,607,098. Table 6 presents a more detailed breakdown of EIEA program expenditures by category for 1992-1993 and 1993-1994. In 1992-1993, \$22,582,678 of total EIEA funds were used for supplementary educational services, such as

- English language instruction (41.3 percent),
- other bilingual education (22.7 percent),
- special materials and supplies (10.6 percent), and
- other costs (4.3 percent)

Additional basic instructional services comprised another 14 percent (\$4,003,504) of the total EIEA funds, and consisted of money for

- classroom supplies (6.3 percent),
- overhead costs (3.0 percent),
- transportation (1.7 percent),
- construction (0.2 percent),
- acquisition/rental of space (0.7 percent), and

- other services (2.0 percent).

Inservice training for personnel accounted for 5.7 percent (\$1,616,327), and administrative costs were 1.4 percent (\$404,588) of the total allotment of EIEA funds.

B. Fiscal Year 1993

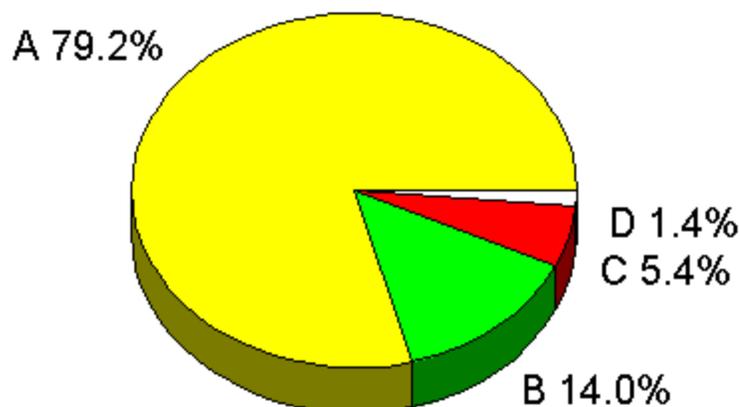
In 1993-1994 EIEA budget categories and distributions remained very similar to the 1992-1993 school year. Thirty-seven States and two territories reported expenditures in the amount of \$28,534,638 for the 1993-1994 school year. The reported number of EIEA students rose 30,665 during this period. The total expenditures for the 1993-1994 school year were \$28,534,637. Figure 3 illustrates the relative size of the expenditures for the four expenditure categories in 1992-1993 and 1993-1994. Over the two years, approximately 79% of the funds for EIEA supported supplementary educational services, 14 % supported additional basic instruction services, 5.5% supported inservice training of personnel and 1.4% was spent on administrative costs.

TABLE 6
EIEA Expenditures by Category

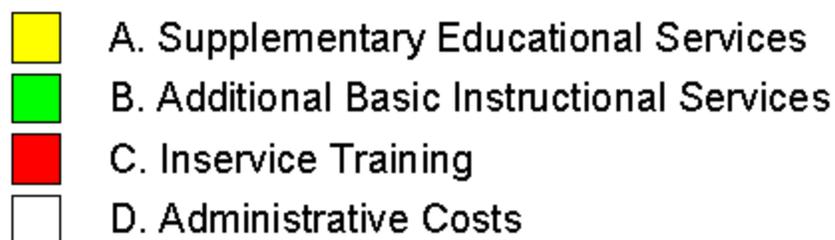
Expenditure Category	1992-1993		1993-1994	
	Dollars	Percentage	Dollars	Percentage
A. Supplementary Educational Services	\$22,582,678	79.0%	\$22,655,321	79.4%
1. English Language Instruction	11,823,650	41.3	12,169,348	42.6
2. Other Bilingual Education	6,498,988	22.7	6,071,680	21.3
3. Special Materials and Supplies	3,033,909	10.6	3,154,612	11.1
4. Other	1,226,131	4.3	1,259,680	4.4
B. Additional Basic Instructional Serv.	4,003,504	13.9	3,996,911	14.0
1. Classroom Supplies	1,798,387	6.3	2,031,797	7.1
2. Overhead Costs	870,289	3.0	770,473	2.7
3. Construction	49,843	0.2	53,220	0.2
4. Acquisition/Rental of Space	203,863	0.7	123,016	0.4

5. Transportation	488,189	1.7	393,646	1.4
6. Other	592,934	2.0	624,759	2.2
C. Inservice Training for Personnel	1,616,327	5.7	1,493,474	5.2
D. Administrative Costs	404,588	1.4	388,932	1.4
E. TOTAL	\$28,607,098	100.0%	28,534,637	100.0%

Figure 3: Percent of State Expenditures by Category: 1992-1994



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[Return to Table of Contents](#)

VI. SUMMARY

A. Program Participation

Since its inception in 1984, the number of students participating in the EIEA program has more than doubled. Analysis of the 1992-1993 and 1993-1994 school years data for the EIEA indicates that

program participants represent over 250 different countries of origin (Appendix C). Mexico, over the two year reporting period, represented the largest country of origin averaging 300,496 students (40%). Vietnam and the Dominican Republic, the next highest countries of origin, represent a little over 5% of the totals. California (338,452) represented the highest State total in terms of country of origin and EIEA student participation (Appendix D). New York and Texas were next highest with 158,638 and 44,645 students, respectively.

B. Program Funding

Since the program's inception in 1984, funding from Congress has been relatively consistent. In Fiscal Year (FY) 1992, the program received \$30 million and in FY 1993, the program received \$29.4 million. The Clinton Administration requested funding levels at \$100 million in both FY 1996 and FY 1997.

The EIEA provided funding to 36 States and one territory in 1992-1993 and 37 States and one territory in 1993-1994. As during the previous reporting period, five States (California, New York, Texas, Illinois, and Florida) account for over 75% of the total number of EIEA participants in both years. Approximately 40% of the students are from Mexico and over half of the remaining number of students are from Spanish-speaking countries such as the Dominican Republic and El Salvador.

While the number of students served by EIEA rose by 47,460 from the 1992-1993 to the 1993-1994 school years, the amount spent by States for the different allowable categories varied little. By far most of the funds (79.1%) are spent on supplementary educational services such as English language instruction and other bilingual education. Additional Basic Instructional Services accounted for 14% of expenditures during the two years examined. The third major category of spending for the two combined school years was Inservice Training which represented 5.5% of total expenditures. Administrative costs remain low, accounting for less than 2% of overall expenditures.

[Return to Table of Contents](#)

VII. REFERENCES

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Notes:

1. U.S. General Accounting Office. (1994). *School Age Children: Poverty and Diversity Challenge Schools Nationwide*. (HEHS-94-132). U.S. General Accounting Office.
2. This section of the report describes the EIEA program as in effect prior to the enactment of the Improving America's Schools Act. Appendix A contains a copy of the EIEA prior to its reauthorization and revision by Part C of Title VII of the Elementary and Secondary Education Act.
3. U.S. General Accounting Office. (1994). *School Age Children: Poverty and Diversity Challenge Schools Nationwide*. (HEHS-94-132). U.S. General Accounting Office.
4. U.S. General Accounting Office. (1991). *Immigrant Education: Information on the Emergency Immigrant Education Act Program (HRD-91-50)*. Washington, D.C.: U.S. General Accounting Office.
5. U.S. Department of Education. (1994). *Biennial Report to Congress on the Emergency Immigrant Education Act Program*. Washington, D.C.: U.S. Department of Education, Office of the Secretary.
6. The number of students reported here for school years 1992-1993 and 1993-1994 represent the number of students actually served. Tables 1 and 2 reflect the number of eligible students counted in determining formula allocations.

[Return to Table of Contents](#)

Archived Information

``PART C--EMERGENCY IMMIGRANT EDUCATION PROGRAM

``SEC. 7301. FINDINGS AND PURPOSE.

``(a) Findings.--The Congress finds that--

``(1) the education of our Nation's children and youth is one of the most sacred government responsibilities;

``(2) local educational agencies have struggled to fund adequately education services;

``(3) in the case of *Plyler v. Doe*, the Supreme Court held that States have a responsibility under the Equal Protection Clause of the Constitution to educate all children, regardless of immigration status; and

``(4) immigration policy is solely a responsibility of the Federal Government.

``(b) Purpose.--The purpose of this part is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration to--

``(1) provide high-quality instruction to immigrant children and youth; and

``(2) help such children and youth--

``(A) with their transition into American society; and

``(B) meet the same challenging State performance standards expected of all children and youth.

National Clearinghouse for Bilingual Education, 1996
Biennial Report to Congress on the Emergency Immigrant Education Program

Appendix C

EIEA Participants by Country of Origin for School Years 1992-1993 and 1993-1994

Country of Origin	1992-1993		1993-1994	
	Students	Percent	Students	Percent
Mexico	301,897	40.99%	299,095	38.99%
Vietnam	38,548	5.23%	40,882	5.33%
Dominican Republic	37,123	5.04%	43,094	5.62%
El Salvador	27,801	3.77%	25,796	3.36%
USSR	23,540	3.20%	26,949	3.51%
Philippines	22,574	3.07%	25,231	3.29%
China	17,145	2.33%	18,211	2.37%
Korea	16,910	2.30%	16,456	2.15%
Jamaica	15,899	2.16%	17,000	2.22%
Haiti	15,420	2.09%	15,845	2.07%
Guatemala	13,607	1.85%	13,565	1.77%
India	10,298	1.40%	10,720	1.40%
Colombia	9,506	1.29%	10,069	1.31%
Thailand	8,825	1.20%	9,622	1.25%
Laos	8,351	1.13%	6,371	0.83%
Nicaragua	7,961	1.08%	6,581	0.86%
Poland	7,823	1.06%	9,929	1.29%
Taiwan	7,627	1.04%	7,428	0.97%
Hong Kong	6,927	0.94%	6,989	0.91%
Cambodia	6,645	0.90%	4,568	0.60%
Peru	6,549	0.89%	6,087	0.79%
Ecuador	6,236	0.85%	7,117	0.93%
Trinidad&Tobago	5,755	0.78%	422	0.06%
Japan	5,406	0.73%	5,289	0.69%
Honduras	5,253	0.71%	7,331	0.96%
Pakistan	4,917	0.67%	5,131	0.67%

Cuba	4,707	0.64%	4,729	0.62%
Iran	4,615	0.63%	3,836	0.50%
Other	4,453	0.60%	5,772	0.75%
Brazil	4,116	0.56%	4,586	0.60%
Armenia	3,858	0.52%	4,665	0.61%
Romania	3,591	0.49%	3,365	0.44%
Israel	3,585	0.49%	3,542	0.46%
Portugal	3,424	0.46%	2,842	0.37%
Germany	2,718	0.37%	3,154	0.41%
Venezuela	2,622	0.36%	3,115	0.41%
Afghanistan	2,534	0.34%	2,434	0.32%
England	2,460	0.33%	2,564	0.33%
Canada	2,296	0.31%	2,624	0.34%
Bolivia	2,293	0.31%	2,466	0.32%
Argentina	2,131	0.29%	1,915	0.25%
Ethiopia	2,098	0.28%	2,196	0.29%
Panama	1,782	0.24%	1,703	0.22%
Yugoslavia	1,618	0.22%	1,995	0.26%
Indonesia	1,514	0.21%	1,354	0.18%
Cape Verde	1,455	0.20%	1,234	0.16%
Yemen	1,389	0.19%	1,651	0.22%
Spain	1,359	0.18%	1,416	0.18%
Lebanon	1,288	0.17%	1,270	0.17%
Chile	1,261	0.17%	1,407	0.18%
France	1,256	0.17%	1,228	0.16%
Italy	1,224	0.17%	1,288	0.17%
Nigeria	1,217	0.17%	1,271	0.17%
Costa Rica	1,202	0.16%	1,210	0.16%
Egypt	1,176	0.16%	1,374	0.18%
Liberia	1,054	0.14%	1,065	0.14%
Malaysia	1,048	0.14%	696	0.09%
Barbados	1,045	0.14%	1,047	0.14%
Jordan	1,031	0.14%	954	0.12%
South Korea	1,019	0.14%	881	0.11%

Greece	993	0.13%	991	0.13%
Belize	882	0.12%	772	0.10%
Iraq	831	0.11%	1,541	0.20%
Bangladesh	819	0.11%	2,909	0.38%
Fiji	770	0.10%	790	0.10%
West Indies	767	0.10%	843	0.11%
Saudi Arabia	751	0.10%	886	0.12%
Grenada	662	0.09%	703	0.09%
Syria	640	0.09%	1,064	0.14%
Ukraine	636	0.09%	1,452	0.19%
Turkey	620	0.08%	675	0.09%
Kuwait	611	0.08%	595	0.08%
Ghana	593	0.08%	722	0.09%
Guyana	522	0.07%	8,648	1.13%
Hungary	518	0.07%	470	0.06%
Antigua	518	0.07%	565	0.07%
Bulgaria	506	0.07%	495	0.06%
South Africa	470	0.06%	437	0.06%
Bahamas	439	0.06%	526	0.07%
Burma	438	0.06%	358	0.05%
St. Vincent	435	0.06%	546	0.07%
Sudan	394	0.05%	487	0.06%
Albania	371	0.05%	407	0.05%
Czechoslovakia	367	0.05%	388	0.05%
Australia	366	0.05%	379	0.05%
Uruguay	362	0.05%	360	0.05%
Netherlands	353	0.05%	307	0.04%
Paraguay	332	0.05%	344	0.04%
Sri Lanka	317	0.04%	375	0.05%
Somalia	316	0.04%	1,178	0.15%
Norway	303	0.04%	5,913	0.77%
Sierra Leone	294	0.04%	350	0.05%
Ireland	280	0.04%	253	0.03%
Sweden	278	0.04%	283	0.04%

St. Lucia	261	0.04%	303	0.04%
Tonga	257	0.03%	222	0.03%
Dominica	226	0.03%	254	0.03%
Western Samoa	210	0.03%	133	0.02%
Kenya	208	0.03%	209	0.03%
Belgium	182	0.02%	206	0.03%
Denmark	172	0.02%	148	0.02%
Austria	170	0.02%	144	0.02%
Finland	169	0.02%	222	0.03%
Suriname	165	0.02%	211	0.03%
Switzerland	159	0.02%	154	0.02%
United Arab Emirates	157	0.02%	194	0.03%
St. Kitts	145	0.02%	184	0.02%
Morocco	138	0.02%	184	0.02%
Singapore	133	0.02%	146	0.02%
North Korea	131	0.02%	134	0.02%
Zaire	130	0.02%	141	0.02%
Nepal	124	0.02%	112	0.01%
Estonia	115	0.02%	108	0.01%
New Zealand	115	0.02%	147	0.02%
Gambia	114	0.02%	140	0.02%
Niger	104	0.01%	123	0.02%
Zambia	101	0.01%	81	0.01%
Samoa	91	0.01%	67	0.01%
Lithuania	84	0.01%	124	0.02%
Libya	82	0.01%	67	0.01%
Uganda	81	0.01%	73	0.01%
Ivory Coast	78	0.01%	139	0.02%
Tanzania	72	0.01%	77	0.01%
Senegal	69	0.01%	62	0.01%
Bahrain	68	0.01%	100	0.01%
Angola	66	0.01%	72	0.01%
Bermuda	59	0.01%	104	0.01%
Algeria	58	0.01%	70	0.01%

Guinea	53	0.01%	80	0.01%
Central African Republic	52	0.01%	45	0.01%
Cameroon	50	0.01%	67	0.01%
Tunisia	49	0.01%	40	0.01%
Guinea Bissau	49	0.01%	59	0.01%
Croatia	48	0.01%	48	0.01%
Palestine	46	0.01%	49	0.01%
Iceland	44	0.01%	75	0.01%
Zimbabwe	41	0.01%	44	0.01%
Madagascar	39	0.01%	46	0.01%
Cyprus	39	0.01%	34	0.00%
Malawi	38	0.01%	60	0.01%
Botswana	38	0.01%	33	0.00%
Papua New Guinea	38	0.01%	144	0.02%
Micronesia	35	0.00%	20	0.00%
Belarus	30	0.00%	136	0.02%
Benin	30	0.00%	38	0.00%
Bosnia	29	0.00%	184	0.02%
Mozambique	28	0.00%	24	0.00%
Latvia	28	0.00%	94	0.01%
Togo	26	0.00%	38	0.00%
Qatar	25	0.00%	27	0.00%
Brunei	25	0.00%	29	0.00%
Chad	24	0.00%	35	0.00%
Gabon	22	0.00%	18	0.00%
Eritrea	21	0.00%	59	0.01%
Swaziland	19	0.00%	22	0.00%
Mongolia	19	0.00%	16	0.00%
Mauritania	19	0.00%	9	0.00%
Mali	17	0.00%	32	0.00%
Rwanda	16	0.00%	12	0.00%
Malta	16	0.00%	23	0.00%
Serbia	14	0.00%	18	0.00%
Scotland	14	0.00%	15	0.00%

Burkina Faso	14	0.00%	20	0.00%
Congo	12	0.00%	13	0.00%
Burundi	12	0.00%	8	0.00%
American Samoa	12	0.00%	10	0.00%
Uzbekistan	11	0.00%	617	0.08%
Vanuatu	9	0.00%	24	0.00%
Seychelles	9	0.00%	12	0.00%
Monaco	9	0.00%	0	0.00%
Mauritius	9	0.00%	12	0.00%
Azerbaijan	9	0.00%	63	0.01%
Oman	8	0.00%	17	0.00%
Marshall Islands	7	0.00%	21	0.00%
Slovakia	6	0.00%	13	0.00%
Lesotho	6	0.00%	6	0.00%
Guam	6	0.00%	22	0.00%
Djibouti	6	0.00%	3	0.00%
Bhutan	6	0.00%	12	0.00%
Vatican City	5	0.00%	0	0.00%
Tuvalu	5	0.00%	5	0.00%
Namibia	5	0.00%	5	0.00%
Georgia	5	0.00%	28	0.00%
Macedonia	4	0.00%	23	0.00%
Luxembourg	3	0.00%	2	0.00%
Equatorial Guinea	3	0.00%	6	0.00%
Slovenia	2	0.00%	20	0.00%
Kiribati	2	0.00%	3	0.00%
Palau	1	0.00%	0	0.00%
Nairobi	1	0.00%	1	0.00%
Maldives	1	0.00%	3	0.00%
Kyrgyzstan	1	0.00%	4	0.00%
Andorra	1	0.00%	2	0.00%
Turkministan	0	0.00%	5	0.00%
Tajikistan	0	0.00%	13	0.00%
Sao Tome	0	0.00%	2	0.00%

San Marino	0	0.00%	2	0.00%
Nauru	0	0.00%	1	0.00%
Liechtenstein	0	0.00%	1	0.00%
TOTAL	736,501	100.00%	767,166	100.00%

[Return to Table of Contents](#)

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National Clearinghouse for Bilingual Education, 1996
Biennial Report to Congress on the Emergency Immigrant Education Program

Appendix E:

Emergency Immigrant Education Program State Coordinators

ARIZONA

Arizona Department of Education
 Bilingual Education Office
 1535 West Jefferson
 Phoenix, AZ 85007

Ms. Verma Pastor
 (602) 542-3204

CALIFORNIA

California State Department of Education
 Middle Grades Teaching and Learning
 721 Capitol Mall
 Sacramento, CA 95814

Mr. Hector Burke
 (916) 657-4681

COLORADO

Colorado Department of Education
 English Language Proficiency Unit
 201 East Colfax Avenue, Room 208
 Denver, CO 80203

Dr. Siri Vongthieres
 (303) 886-6784

CONNECTICUT

Connecticut State Department of Education
 Division of Education Teaching and Learning
 165 Capitol Avenue
 Hartford, CT 06106-1630

Mr. Reinaldo Matos
 (203) 566-6610

DISTRICT OF COLUMBIA

D.C. Public Schools
 State Technical Assistance Program
 Office of Educational Accountability
 Rabaut Conference and Training Center
 North Dakota and Kansas Avenue, N.W.
 Washington, D.C. 20011

Dr. Lola Johnson-Singletary
 (202) 541-6100

FLORIDA

Florida State Department of Education
 Office of Multicultural Student Lng. Ed.
 325 West Gaines Street
 Florida Education Center, Suite 544
 Tallahassee, FL 32399-0400

Mr. Bernardo Garcia
 (904) 922-7298

GEORGIA

Georgia Department of Education
 Migrant/ESOL Programs
 Twin Towers East, Suite 1958
 205 Butler Street, S.E.
 Atlanta, GA 30334-5040

Ms. Beth Arnow
 (404) 656-4995

HAWAII

Hawaii State Department of Education
Office of Instructional Services
P.O. Box 2360
Honolulu, HI 96804

Mr. Alan B. Ramos
(808) 396-2511

IDAHO

Idaho State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Ms. Anita Brunner
(208) 334-2195

ILLINOIS

Illinois State Board of Education
100 North First Street
Springfield, IL 62777

Ms. Nancy Drew
(217) 782-6510

IOWA

Iowa Department of Education
Bureau of Instructional Services
Grimes State Office Building
Des Moines, IA 50319

Mr. Dan Chavez
(515) 281-3805

KANSAS

Kansas State Board of Education
Program Support Services
120 S.E. 10th Avenue
Topeka, KS 66612

Ms. Kim Kreicker
(913) 296-7929

LOUISIANA

Louisiana Department of Education
Bilingual Education/ESOL Section
Room 701
P.O. Box 94064
Baton Rouge, LA 70804-9064

Ms. Christine H. Jones
(504) 342-3454

MAINE

Maine Department of Education
Cultural Services
State House Station #23
Augusta, ME 04333

Dr. Barney Berube
(207) 289-5980

MARYLAND

Maryland State Department of Education
Language Development & Early, Middle, and
High School Learning Branch
200 West Baltimore Street
Baltimore, MD 21201

Ms. Trudy Collier
(410) 767-0339

MASSACHUSETTS

Massachusetts Department of Education
Bureau of Equity & Language Services
350 Main Street
Malden, MA 02148-5023

Mr. Russell Fleming
(617) 388-3300 Ext 259

MICHIGAN

Michigan Department of Education
Bilingual Education Program
P.O. Box 30008

Mr. Earl Nelson
(517) 373-9700

Lansing, MI 48909 MINNESOTA Minnesota Department of Education Office of Federal Programs 550 Cedar Street St. Paul, MN 55101	Ms. Karon Hergenbahn (612) 296-1063
MISSOURI Missouri State Department of Education Elementary & Secondary Education P.O. Box 480 Jefferson City, MO 65102-0480	Dr. Joel Judd (314) 751-8281
MONTANA Montana Office of Public Instruction State Capitol P.O. Box 202501 Helena, MT 59620-2501	Ms. Angela Branz-Spall (406) 444-2423
NEBRASKA Nebraska Department of Education 301 Centennial Mall South P.O. Box 94987 Lincoln, NE 68509	Ms. Nancy Rowch (402) 471-2477
NEVADA Nevada Department of Education 400 W. King Street Capitol Complex Carson City, NV 89710	Dr. James F. Ackley (702) 687-3187
NEW JERSEY New Jersey Department of Education Division of Academic Programs 225 West State Street CN-500 Trenton, NJ 08625	Ms. Iliana Okum (609) 633-6940
NEW MEXICO New Mexico Department of Education 300 Don Gasper Avenue Education Building Santa Fe, NM 87501-2786	Ms. Lupe M. Castillo (505) 827-6667
NEW YORK New York State Education Department Office of Bilingual Education Washington Ave. Room 125 EB Albany, NY 12234	Ms. Carmen Perez Hogan (518) 474-8775
NORTH DAKOTA North Dakota Department of Public Instruction 600 East Boulevard Avenue Bismarck, ND 58505-0440	Ms. Mari B. Rasmussen (701) 328-2958
OHIO Ohio Department of Education Division of Equal Education Opportunities	Ms. Hazel P. Flowers (614) 466-3318

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OKLAHOMA

Oklahoma State Department of Education
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Ms. Cheryl Huffman
(405) 521-3196

OREGON

Oregon Department of Education
Division of General Education
255 Capitol St. N.E.
Salem, OR 97310

Ms. Merced Flores
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PENNSYLVANIA

Pennsylvania Department of Education
Bureau of Curriculum & Instruction
333 Market Street
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Ms. Myrna M. Delgado
(717) 783-6649

RHODE ISLAND

Rhode Island Department of Education
22 Hayes Street, Room 309
Providence, RI 02908

Ms. Virginia Da Mota
(401) 277-3037

TENNESSEE

Tennessee Department of Education
Division of Curriculum & Instruction
8th Floor--Gateway Plaza
710 James Robertson Parkway
Nashville, TN 37243-0379

Ms. Julie McCargar
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TEXAS

Texas Education Agency
Bilingual Education Unit
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Ms. Maria Medina-Seidner
(512) 463-9691

UTAH

Utah State Office of Education
Education Equity Section
250 E. 500 South
Salt Lake City, UT 84111

Ms. Diana Cortez
(801) 538-7645

VERMONT

Vermont State Education Agency
Compensatory Education
Rural Education Center
500 Dorset Street
S. Burlington, VT 05403

Gerard Robinson
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VIRGINIA

Virginia Department of Education
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P.O. Box 2120
Richmond, VA 23216-2120

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VIRGIN ISLANDS

Government of the Virgin Islands
Department of Education
44-46 Kongens Gade
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Mr. Hugh Smith, Jr.
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WASHINGTON

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WISCONSIN

Wisconsin Department of Public Instruction
Division for Learning Support & Equity
P.O. Box 7841
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Ms. Barbara A. Bitters
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PUERTO RICO

Puerto Rico Department of Education
Federal Affairs Office
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[Return to Table of Contents](#)
