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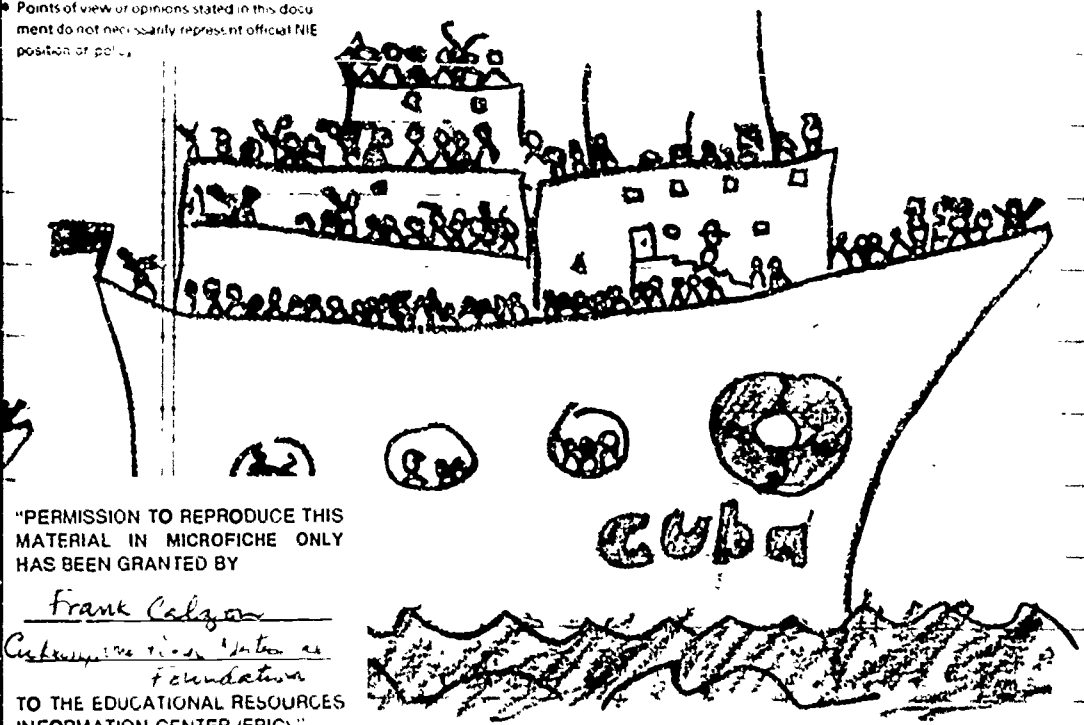
ABSTRACT

This report describes the impact on the Dade County, Florida, public school system of the 125 Cuban (and some Haitian) refugees arriving in the Mariel exodus. In September 1980 the school system had to absorb 13,000 new refugee students. Preparing for the students included hiring many bilingual teachers, reopening schools that had closed, establishing special entrant schools and programs, and obtaining funding. In the first year overcrowding was a drastic problem, with as many as 60 students in some classes. Many of the students were not well prepared, with median scores of 33% in basic reading skills and 24% in mathematics tests in Spanish. A further problem was the Marxist education the children had received in Cuba, which meant that there were extreme differences in the educational material they had covered and the methodology they were accustomed to. In general, it is reported, the schools were successful in accomodating these students, although some students "fell through the cracks" and others--mostly older unaccompanied minors--were never enrolled in the schools. The report concludes with a description of ongoing concerns, including the lack of an adequate Federal government response to the crisis and related experiences with Nicaraguan refugees. Included are a bibliography, appendices outlining costs of the refugee program, recommended instruction materials for students with limited English proficiency, a listing of programs for limited English proficient students, and a comparison of elementary school programs for students classified independent in English versus those limited in English. (CG)

THE CHILDREN OF MARIEL

Cuban Refugee Children in South Florida Schools

by Helga Silva



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Cover drawing by Antoñico Font, age 8

THE CHILDREN OF MARIEL FROM SHOCK TO INTEGRATION: Cuban Refugee Children in South Florida Schools

By Helga Silva

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PREFACE

Since the middle of the nineteenth century public schooling has played a crucial role in the assimilation of immigrant children. While it has been widely assumed that the schools have shaped and redefined the immigrant child, it can also be argued that the immigrant child has in turn shaped and defined the public schools. The school represents perhaps the most important intersection for the immigrant child between mainstream American culture and immigrant culture. It is the one institution that consistently forces both the child and his or her parents to move beyond the confines and protection of the immigrant ghetto into the larger American cultural experience.

As instruments of assimilation, the public schools have an extraordinarily difficult role to fulfill. Ideally, they need to respect the language, culture and traditions of the children whom they teach and, at the same time, to integrate them into the larger society. It is not surprising that among immigrant groups, the schools have often been seen as threatening and dehumanizing, while at the same time as vehicles of opportunity and social advancement.

Few of us are aware of the number of immigrant children that the public schools of the United States have had to assimilate. In 1909, for example, 57.8 percent of the children in the schools of the nation's thirty-seven largest cities were of foreign-born parents. In New York this percentage was 71.5, in Chicago 67.3 and in San Francisco 57.8. In the 1980s, the figures for the Dade County Public Schools are approximately the same. In the past two decades Miami has become the great immigrant city of the late twentieth century. It has superceded Chicago, Los Angeles and even New York as the entry point for immigrants into the United States.

The image that comes to many people's minds of the immigrants in Miami is of the well-educated and professionally-oriented Cuban political refugees of the 1960s. However, they are but one portion in an extraordinarily complex series of immigrant groups that have decided to make Miami their home in the past two decades. Vietnamese, Cambodians, Haitians, Salvadorans, Koreans, Russians and Nicaraguans are just a few of the new immigrant groups that have come to South Florida. Among the most recent and potentially influential are the Mariel refugees. Named after their main port of departure – Mariel, Cuba – the more than 125,000 Mariel refugees who

came to the United States during the spring and summer of 1980 were to have a major impact on both the culture and the schools of South Florida.

The challenge faced by the school system and the larger Miami community as a result of the Mariel exodus is recounted both in detail and with insight in this monograph by Helga Silva. As she aptly describes, within a matter of just a few months during the late spring and early summer of 1980, the Dade County Public Schools had to assimilate into its system roughly 11,000 new immigrant students. This represented more students than are in 95 percent of the school districts in the United States. Support from the federal government, which was responsible for the admittance of these new immigrants into the country, was not only inadequate but late in coming. It is a remarkable testimonial to both the school system and the larger Miami community that they were able to cope with this remarkably trying and difficult situation.

Helga Silva's *The Children of Mariel* is the first attempt to describe the extraordinary story of the impact of the Mariel exodus on the public schools. It is an important beginning. Other studies building on her work need to be undertaken. Questions that need to be considered include. What has been the effect of a communist and anti-American education on children who are now faced with learning about the United States and becoming citizens? How has teaching children from a communist nation affected other students and teachers in the schools? What are the special needs and characteristics of immigrant children raised under a communist regime? What should be the role of the public schools in the integration and assimilation of new immigrant groups into American culture and society?

A review of American immigration over the past two decades indicates that it is possible that a massive influx of immigrants into the United States like the Mariel exodus may occur again. Understanding the experience of a group such as the children of Mariel and their impact upon the Dade County Public Schools will not only provide us with the means by which to cope with the crises imposed by major waves of immigrants, but also provide us with critical insights into the nature and purpose of public education in the United States.

Eugene F. Provenzo, Jr.
Professor in the Social and Cultural Foundations of Education
Department of Educational and Psychological Studies
University of Miami
June, 1985

Helga Silva

THE CHILDREN OF MARIEL FROM SHOCK TO INTEGRATION: CUBAN REFUGEE CHILDREN IN SOUTH FLORIDA SCHOOLS

In the spring of 1980 most Americans were concerned about the sagging economy and an inflation rate which left little in their pocketbooks. It was an election year, and attention focused on Washington and the possibility of change. But the morning of April 4, 1980—and the 24 hours which followed—abruptly changed the nation's and the world's focus from Washington to Cuba.

On that day the Cuban government withdrew the military guard it had placed at the Peruvian Embassy in Havana following the controversial death of a Cuban guard. Within 24 hours, more than 10,000 Cubans poured into the unguarded diplomatic mission. It was a desperate attempt by men and women from all walks of life to flee the island in open defiance of Fidel Castro.

The scene of 10,800 men, women and children crammed into the Embassy grounds behind 10-foot, chain-link fences with little food or water and few sanitation facilities was on the front page of every major American newspaper. For two weeks Americans watched the living hell of the "Havana 10,000" on their television sets.

The situation presented a serious image problem for Havana as international pressure mounted on the Cuban authorities to allow the refugees to leave the country. After a short-lived airlift to Costa Rica, Castro opened the gates of the island with a vengeance.

From April to November the world looked on in awe as a makeshift flotilla carried more than 125,000 Cubans to the shores of the United States. The dramatic 1980 Mariel boatlift marked a new dimension in a 21-year Cuban exodus.

"Two hours after we left a storm broke. The waves covered us," said Eduardo Serrera, now 32 and the art director of a trade magazine in Miami. "We asked for help on the radio, the captain set off flares, but there was never a response." [1]

[1] Eduardo Serrera, interview.

Serrara had left the port of Mariel on a 24-foot boat, one of 37 men, women and children crammed aboard the vessel. He had lost track of his mother. The two had been forced apart by the Cuban government guards.

"By the third day water started coming into the boat. We used everything at hand—buckets, containers—to bail out. It was difficult because everyone was drained and there was little space in the boat to maneuver. We thought we were not going to make it, but we told the captain there was no turning back to Cuba.

"Around noon we were spotted by a Coast Guard vessel. We were so exhausted we could not help ourselves out of the boat. The sailors had to make a human chain to physically lift us from our sinking ship. I thought the worst had ended. But it had just begun. There were many others rescued along the way.

"But we could not help everyone. It was awful. The waves prevented the cutter from getting close enough to rescue the passengers of a sinking, drifting boat. The shrimper was literally coming apart; we could hear the screams for help and mercy.

"The cutter came as close as it could, but it couldn't come closer to the boat for fear the waves would smash it against its hull. When the shrimper began drifting away and they realized they could not be picked up, the women picked up their children and threw them over the railings over to our side.

"Eight or nine children were flung in the air. I caught one, a baby—about nine months old—so cold his skin was blue. And his eyes were open wide in terror.

"The women on the boat looked so desperate when their ship began to drift away. They wailed in pain. I could hear their voices trail off in the darkness begging us to look after their children.

"It took me at least six months to react to life after I got to Miami. I had never faced death before nor seen it on

other people's faces. I'll never forget those children. Or the look in their mothers' faces. I have always wondered what happened to them." [2]

Those children were among 13,000-18,000 minors who came to the United States in the Mariel boatlift. Because they had spent all their lives in a regimented, economically stagnant communist society, the adaptation of the children of Mariel to democracy, free enterprise and a consumer society was a long journey from shock to integration.

That journey was carried out, to a large degree, in the classrooms, the schoolyards and the school cafeterias of South Florida, primarily in Dade County. It was a difficult transition, imperfect at times, frustrating at others, but in the end successful.

Dade County school administrators, area superintendents, principals, assistant principals, teachers, special education teachers, psychologists and counselors who participated in the transition were interviewed for this monograph. Mariel children – the bright, the average and the dropouts – were also interviewed. Official school documents, newspaper articles and other published materials were consulted to gain a perspective on the impact of the children of Mariel on South Florida schools.

Four years after the boatlift, children are still struggling to adjust. The job is by no means finished, but the Dade County School System's experience was a textbook lesson on how an educational institution cut red tape and mobilized its human resources to handle an emergency, a flood of unexpected and unwanted children from a different culture who spoke another language.

In the end, the children of Mariel are a living tribute to South Florida's commitment to bilingual education.

FROM THE PERUVIAN EMBASSY TO MARIEL TO MIAMI

When South Florida schools opened for the 1984-85 fall semester, more than 11,000 "entrant" children were enrolled in Dade County public schools.[1] The bulk of the "entrant" children were Cubans who arrived in the United States via the turbulent 1980 Mariel boatlift.

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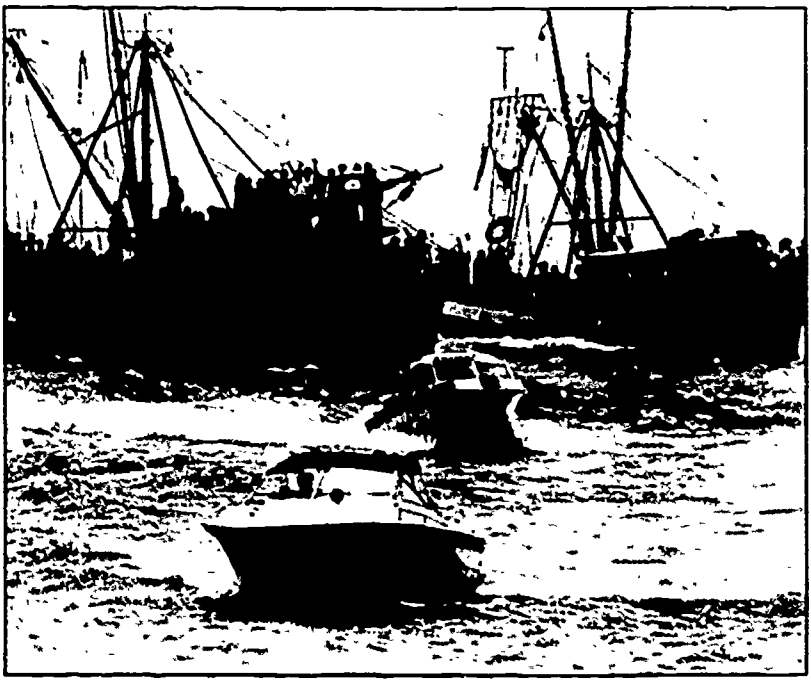
[2] *Ibid*

[1] Dade County Schools registration records, Fall 1984



(AP-Wide World Photos)

(UPI Photo)

"The refugees made the 90-mile crossing in freighters, fishing boats, shrimpers, motor boats, sailboats and makeshift craft—in anything that floated." (*Above*) "I'll never forget those children Or the looks on their mothers' faces." A survivor from a Cuban refugee boat that sank off the coast of Cuba is helped from a helicopter by a U.S. Marine (*Left*)

"Entrant" is the legacy of Mariel - a nightmare in a dream yet to end.

Liana Alvarez came aboard that boatlift. She was an "entrant." In 1984, four years after the hellish trip across the Straits of Florida, Alvarez graduated from South Miami Senior High School at the top of her class.[1] The "entrant"-turned-Valedictorian is now a student at the Massachusetts Institute of Technology (MIT). For Alvarez, the Mariel nightmare turned into a beautiful dream.

Emilio Maruri also came aboard that boatlift. A teenage "entrant" who never made it through high school, Maruri has spent more time in local jails for petty crimes than he has spent in freedom.[2] For Maruri the nightmare continues.

For both Alvarez and Maruri, as well as the rest of the nearly 125,000 Cubans, including 13,000 to 18,000 minors, who arrived in the United States, the Mariel experience was more than a chaotic, unregulated exodus. Mariel branded their lives, both successes and failures. To comprehend this phenomenon, it is crucial to understand the events which led to their arrival in the United States.

In early 1980, incidents of Cubans attempting to seek refuge at various foreign embassies in Havana were reported. These were desperate actions to abandon the island. That spring, a Cuban guard assigned to the Peruvian Embassy in Havana was shot accidentally while trying to prevent a group of Cubans from seeking political asylum at the diplomatic compound. The guard's death triggered a dispute between the Cuban and Peruvian governments.

On April 4, in an unprecedented action, the Cuban government announced its decision to withdraw the military guard. Within twenty-four hours almost 11,000 men, women and children had crammed into the Peruvian Embassy grounds. The Castro government claimed the refugees were the "scum" of the island.

The ordeal of the "Havana 10,000" was brought into living rooms around the world as television journalists reported from Havana the subhuman living conditions the refugees endured. Millions of television viewers saw how unsanitary conditions, lack of food, water and shelter turned the refugees into desperados.

In Miami, Cuban Americans called attention to the plight of the men, women and children at the Peruvian Embassy and organized a

[1] Dade County Schools South Miami Senior High graduation information June 1984
[2] Emilio Maruri interviews Dade County Jail

drive to collect foodstuffs, clothing and money to help them.

Eventually the Cuban government agreed to an airlift through Costa Rica. But the airlift turned out to be a source of embarassment for Havana as television cameras recorded people from all walks of life, young and old, chanting "Freedom! Freedom!" as they stepped off planes in San Jose, Costa Rica.

Castro's solution, invite the Cubans living in the United States to go to Cuba and pick up their relatives. The move was a skillful repeat of a formula he had developed 15 years earlier. The earlier episode had prompted the "Freedom Flights" that brought 260,561 Cubans to the United States between December 1965 and April 1973

Many working Cuban exile families rushed to the island to rescue their relatives and bring them to Miami. They made the 90-mile crossing in freighters, fishing boats, shrimpers, motor boats, sailboats and makeshift craft – in anything that floated. In the first week of the Mariel boatlift, from April 21 to 27, a total of 6,053 Cubans arrived in the U.S. Two weeks later, 22,171 Cubans had arrived. And by the last week of the boatlift, October 27 to November 2, 1980, nearly 125,000 had reached American soil (see Table 1)."

State and local governments were totally unprepared for this human avalanche While public agencies scrambled to deal with the immense problems facing them, South Florida school districts had to develop programs and prepare facilities for over 13,000 children of Mariel who would be in school in September 1980.

THE SUMMER OF 1980: SOUTH FLORIDA SCHOOLS TAKE IN THE FIRST CHILDREN OF MARIEL

On June 16, 1980, five days after the school year closed for students and three days after teachers finished their 1980-81 contract period, the Dade County Public Schools received assurances from the federal government that funds would be made available for a summer program for the children of Mariel (the system had requested assistance during the first week of May). The federal government approved a $1

"Juan M Clark Jose I Lasaga Rose S Resque *The 1980 Mariel Exodus An Assessment and Prospect* (Washington D C Council for Inter-American Security 1981) p 5

"Dr Leonard Britton Superintendent Dade County Public Schools The New Refugees Coping with a Crisis," p 4

Table 1

CUBAN ARRIVALS DURING THE MARIEL EXODUS[a]

	Weekly Arrivals	Cumulative Totals	Monthly Arrivals	Percent
April 21-27	6,053	—		
28-May 4	7,634	13,687	7,655	6.1
May 5-11	22,171	35,858		
12-18	21,611	57,469		
19-25	20,432	77,901		
26-June 1	16,811	94,712	86,488	69.3
June 2-8	17,009	111,721		
9-15	1,684	113,405		
16-22	564	113,969		
23-29	872	114,841		
30-July 6	315	115,156	20,800	16.7
July 7-13	649	115,805		
14-20	655	116,460		
21-27	405	116,865		
28-Aug. 3	1,187	118,052	2,629	2.1
August 4-10	280	118,332		
11-17	709	119,041		
18-24	1,203	120,244		
25-31	1,267	121,511	3,939	3.2
Sept. 1-7	468	121,979		
8-14	1,353	123,332		
15-21	995	124,327		
22-28	442	124,769		
29-Oct. 2	0	124,769	3,258	2.6
Oct. 6-12	7	124,776		
13-19	0	124,776		
20-26	3	124,779		
27-Nov. 2	0	124,779	10	0
TOTAL	124,779		124,779	100.00

[a]Source: Official U.S. Department of State statistics.

million grant under the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act of 1965) for a summer program for 5,000 students. The program, as it turned out, ended up serving 9,000 Mariel refugees.[7] And the $1 million took ten months to reach the strained Dade school system.

The summer program was crucial. Administrators, area superintendents, principals and teachers were all too aware that without the summer program, it would be virtually impossible to process adequately the newly arriving refugees and have a basic profile of each student ready for the full fall term. For there had been no screening done of the Mariel children, there were no transcripts, test scores or immunization records. It was up to the school systems to gather the raw information.[8]

During May and June the school system prepared 10,000 envelopes so "entrants" could be notified by mail if the summer program was approved. The first lot of the 10,000 letters was mailed on the day the system received notification of the approval.

The summer program gave school administrators and teachers their first face to face contact with the children of Mariel. It provided them with the first real indication of the needs and problems of the children. The program also indicated what the school districts would need if schools were going to function in the fall of 1980-81. The key to the summer program was language immersion. an effort to give the children basic English.

"There were so many horror stories that summer," said Piedad Bucholtz, Dade South Central Area School Superintendent.[9] "Some came without their parents and had no family in the United States, others just with their brothers and sisters to stay with relatives they had never met."

The violence of the boatlift was a shocking experience. It traumatized a large number of the children of Mariel and left emotional scars that set many of them apart for a long time. But beyond the drama there were other factors that made these children different from other refugee children the school system had seen pass through its doors.

"Certainly there were marked differences," Bucholtz observed.[10]

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[7]Paul Bell, Associate Superintendent, Dade County Public Schools, interview

[8]Piedad Bucholtz, Dade Public Schools/South Central Area Superintendent, interview

[9][10]*Ibid*

(AP/Wide World Photos)

One of the 13,000 to 18,000 minors who came to the United States in the Mariel boatlift is helped ashore by a Florida National Guard officer.

> "These children had been raised in a system totally isolated from a system such as ours. Completely isolated from any form of American thought, trend, habit, dress, vocabulary, music—all elements which filter through Latin America—and which were present in the minds of the children of Cubans who came earlier. They [the Mariel children] had no concept of private property, for example; nor that of authority as something to be respected out of admiration rather than fear.
>
> "There were marked educational differences among them—some had highly advanced math skills while others could barely read. There was little uniformity. Add to this that their entire educational background revolved around the Cuban revolution. Children learned to read with sentences about the exploits of Che Guevara."[11]

For the children of Mariel, American schools were either too wonderful or too awful all at once—even for those who came with their parents.

Aurora Campos was 14 when she arrived on the Mariel flotilla. She was miserable here until she mastered the basics of English. "I cried a lot at first and said, 'Why did they [her parents] bring me here?' " It took her about two and a half years to come to the conclusion. "Because it's better." [12] The Campos story repeated itself throughout South Florida, from the Palm Beaches to Key West.

Ana Ramos described her junior high school education in Cuba as strict and politically censored. When she arrived in Florida she believed the United States government was merciless and money-hungry. Like the vast majority of the Mariel children, Ramos didn't know a word of English in 1980 when she started her freshman year at Belle Glade High School. She tape-recorded classes so she could listen to them again after school. When she graduated four years later, Ramos was listed as the Valedictorian of the Class of '84.

For some teachers the children of Mariel were a difficult challenge.

"They didn't know English. I didn't know Spanish. The only word

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[11] *Ibid*

[12] Dory Evans. Ethnic Stew Bubbles in Beach Schools." *The Miami Herald*, May 5, 1983

we had between us was candy.' I knew they'd like that," recalled Bernice Gold, a second grade teacher at a Dade County school.[11]

And for some Cuban-born teachers the challenge was an emotional test.

"At first I felt that to have to teach these children was God putting my Christian beliefs to test," said Yolanda Blanco, a veteran of 24 years of teaching in Dade schools. "They embodied—in their vocabularly, their manners, their actions—the communist system of Cuba. It was a shock for me at first . . . . But I understood this was an opportunity to make a personal difference in opening the eyes of children to a different way of life," she added.[14]

"They had no concept of self-discipline. Their concept was a discipline of terror," said Blanco. "Authority was seen as an imposition. Values were different, too. They had no concept of private property. Their lack of religiosity, no fear of God, was personally shocking to me," she said. "Even their vocabulary clashed with our system because it was geared for a community society."[15]

"Academically, I found them in general to have a fairly good math background. but they had poor grammar and spelling in Spanish. They knew little of geography outside of the communist bloc countries and, in social studies, for the most part their background was limited to revolutionary indoctrination," Blanco summed up.

This was the essence of Mariel which began to unfold for teachers and students in the summer of 1980. What lay ahead for administrators was a monumental task.

THE SOUTH FLORIDA EXPERIENCE WITH AN EARLIER FLOOD OF REFUGEES: SIMILARITIES AND DIFFERENCES

Public school administrators in South Florida had faced a similar situation twenty years before with the first wave of Cuban refugees. This time, however, conditions were very different.

Although the exodus of Cubans in the 1960's brought thousands more refugees to the United States than the Mariel boatlift, the earlier group's arrival had been slower and steadier. The first influx allowed

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[13] *Ibid*

[14] Yolanda Blanco, teacher, Dade County Public Schools, interview

[15] *Ibid*

(AP/Wide World Photos)

"The very size of the Mariel boatlift resulted in problems inherently different from those posed by earlier refugee waves." A U.S Marine helps a Cuban child off a refugee boat in Key West. *(Above)* "Some came without their parents and had no family in the United States, others just with their brothers and sisters to stay with relatives they had never met." *(Right)*

(AP/Wide World Photos)

the local, state and federal officials to work out programs to incorporate the refugees into the mainstream of American society in a more systematic way.

By 1962, the Dade County Public Schools had established bilingual programs and a systematic approach to deal with the problems of children from a different culture and speaking another language entering the school system. Special curricula had been developed to help the new students make the transition from one language to another without holding back their academic progress in all subjects. The pioneer programs the Dade County Public School System developed, and its approach to bilingual education, became national models for other school systems faced with similar situations.

The number of limited English-proficient students in the Dade County Public Schools actually declined from 16,519 to 13,446 between the 1975-76 and 1979-80 school years. This drop was due to decreases in membership, primarily in the middle grades, but also at the junior and senior high school levels, with actual increases occurring in the primary grades (see Table 2).[16]

In each of the five years preceding the Mariel exodus, an average of just over 2,200 refugees from Cuba and Haiti registered in the Dade County Public Schools. Taking April 21, 1980 as a point of reference, the spring and summer of 1980 and the 1980-81 school year witnessed a major increase for an extended period of time in the number of refugees registering in the schools (see Table 3).[17] The largest numbers arrived in June and July (see Table 4).[18]

The very size of the Mariel boatlift resulted in problems inherently different from those posed by earlier refugee waves. The foremost differences were the lack of time to prepare for the flood, shortages of classroom space, and lack of funds to pay for more teachers and textbooks.

No one was more acutely aware of the critical situation than Paul Bell, Associate Superintendent, Bureau of Education, Dade County Public Schools.

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[16]Dade County Public Schools. Developing Bilingual Communication Skills in the 1980's, April 17, 1980.

[17]Bureau of Education, Dade County Public Schools. Report on Programs and Services for Cuban/Haitian Entrants in the Dade County Public Schools," May 31, 1983 Update

[18]*Ibid.*

"On April 28, 1980, one week after Mariel opened, 27 new Cuban refugee students were enrolled in the Dade County Public Schools," Bell remembered.[19] "Three days later, on the last day of April, there was a total of 100 new refugees. By June 1, the number had swelled to over 1,000. And when the 1979-80 school year ended on June 11, the total had reached almost 6,000 who were being served by already over-taxed resources." [20]

Table 2
LIMITED ENGLISH-PROFICIENT STUDENTS
DADE COUNTY PUBLIC SCHOOLS
1975-1980*

Grade Level	1975-76	1977-78	1979-80
K	2,421	2,822	2,942
1	2,205	2,348	3,058
2	1,658	1,537	1,890
3	1,505	880	1,147
4	1,398	661	810
5	1,520	597	718
6	1,413	538	624
7	1,171	528	598
8	1,003	495	487
9	795	371	482
10	741	308	364
11	460	206	163
12	229	77	68
Total	16,519	11,368	13,351**

* Data collected at the beginning of each school year.
**Includes 95 students classified as ungraded.

[19] Paul Bell, address before the American Association of School Administrators, February 15, 1981
[20] *Ibid*

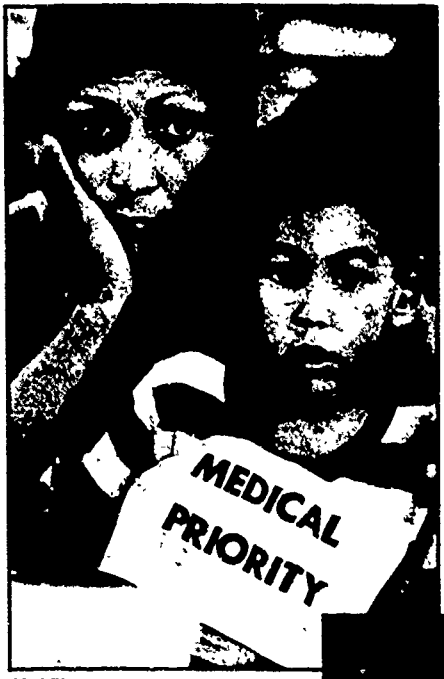
Table 3
CUBAN AND HAITIAN REFUGEE STUDENTS
IN THE DADE COUNTY PUBLIC SCHOOLS
1974-1980

School Year	Origin		
	Cuba	Haiti	Total
1974-75	3,712	117	3,829
1975-76	1,865	165	2,030
1976-77	1,293	288	1,581
1977-78	1,271	291	1,562
1978-79	1,591	418	2,009
1979-80:			
"Pre-Mariel"	2,965	336	3,301
"Boat Lift"	7,988	107	8,095

Table 4
CUBAN AND HAITIAN REFUGEE STUDENTS
IN THE DADE COUNTY PUBLIC SCHOOLS
DURING THE MARIEL BOATLIFT*

Date of Report	Cuban	Haitian	Total
05/30/80	1,957	61	2,018
06/26/80	7,988	107	8,095
07/31/80	10,069	172	10,241
08/27/80	11,111	291	11,402
09/26/80	12,641	469	13,110
10/24/80	13,246	551	13,797
11/21/80	13,485	605	14,090
12/05/80	13,595	639	14,234
01/23/81	13,923	835	14,758
02/20/81	14,256	921	15,077
03/27/81	14,362	979	15,341
04/24/81	14,547	1,043	15,590
05/22/81	14,886	1,113	15,999
06/19/81	15,225	1,188	16,413

*All numbers are cumulative.



(UPI Photo)

"By the last week of the boatlift, nearly 125,000 Cuban refugees had reached American soil." *(Left)* A refugee girl waits on her cot for transportation from a temporary housing facility at Truman Annex in Key West to another processing center. *(Below)*

(AP/Wide World Photos)

"When school opened, the day after Labor Day in September, 1980, there were over 13,000 refugee students enrolled who had not been in the United States five months before. By the end of the first semester [of 1980-81], the number enrolled surpassed 15,000. In addition to 13,500 Cubans, there were almost 800 Haitians, 600 Nicaraguans, 50 Indo-Chinese, 26 Russians, and approximately 25 students from six other countries." [21]

In absolute numbers, the Dade County Public Schools faced integrating a school population larger than 95 percent of the school districts in the United States. But the dramatic increase was not the only problem.

"Making the task of absorbing the large number of students more complex is the fact that the proportion of students who are physically or emotionally handicapped appears to be considerably greater than in the school population as a whole," Bell said.[22]

"This higher incidence of exceptionalities," he added, "is, of course, not due to any genetic differences between Cubans and Americans, but because Fidel Castro used the exodus as an opportunity to empty many of the Cuban institutions for handicapped, disturbed, or criminally involved youth and adults."

"Quite apart from these fringe categories of handicapped new refugees, the several thousand other refugees who have no such special problems are faced with culture shock and a wide range of anxieties which constitute a problem of critical proportions for the school system." [23]

On June 20, 1980, the United States Department of State had determined the refugees were not really refugees. The Department had determined that the new arrivals, including Haitian boat people, were to be "Cuban-Haitian entrants (status pending)." [24]

"At least, after 60 days and 114,000 arrivals, we knew what to call them: 'entrants'," Bell said.[25]

Bell's explanation spelled out the basic problems the School System confronted, among them the growing feeling in the community that a disproportionate number of criminals had been dumped in the

[21] *Ibid*
[22] *Ibid*
[23] *Ibid*
[24] *Ibid*
[25] *Ibid*

(UPI Photo)

A three-year-old refugee girl wears her ID tag after arriving at Fort McCoy, Wisconsin at the end of May, 1980. *(Left)*. A boy who arrived in Key West aboard the shrimp boat "R.A.M." *(Right)*

(AP/Wide World Photos)

United States' lap. Reports that criminals, homosexuals and tatooed petty thieves were among Mariel Cubans confined in refugee camps fueled rejection of the new arrivals by the community at large, including Cuban-Americans. That sense of rejection filtered down to the children of Mariel.

The appearance on the scene of "criminal" Mariel elements seemed to dominate the community's concern. The public's reaction was very different from the image and reception enjoyed by earlier Cuban refugees. Cubans who arrived in the 1960's were perceived as hard-working, family-oriented individuals dispossessed of their property by the government of Fidel Castro and forced to flee their homeland. Their children perceived the general attitude that they were part of a heroic, if tragic, cause.

Mariel refugees received a very different welcome after the initial euphoria of the first few weeks of mass daily arrivals. Mariel refugees were nicknamed "Marielitos." In a few months "Marielito" evolved from a nickname to a pejorative adjective reflecting the "criminal" image. As a whole, Mariel refugees were perceived as "different" from Cubans of the earlier migration, with a different set of values, and of "lower' class.

It took months before detailed data on the Mariel population proved those premises false. A study on the Mariel exodus prepared in 1981 for the Council for Inter-American Security reported.

> According to Immigration and Naturalization Service (INS) figures, a total of 1,700 persons representing 1.4% of the new emigrants, were classified as felons (convicted of murder, rape or burglary). These individuals have been detained on a permanent basis and are being subject to deportation proceedings. In a very unfortunate mix of statistical records, an additional 23,927 or 19.1% of arrivals have been placed by INS into the combined category of 'non-felonious criminals and political prisoners.' It has been estimated that the latter constitute about 2,000 of that figure.
>
> Among those with a non-felonious record, a high percentage would not be considered criminals under U.S. laws. Cuban law makes it a crime to buy or sell food from any other than the government outlets, and to participate in the black market in relation to any type of

> goods (many of them originating as government supplies—the only source of imports). Black market activity is universal in Cuba and is unavoidable for such things as the replacement of machine parts.26

But the apparent explosion of crime in the streets of Miami in the 24 months following the beginning of the Mariel boatlift was enough "proof" for local citizens to blame Mariel entrants for all their ills. "No social or political label can stand the challenges of time and adversity if it is totally unconnected to empirical reality," said Robert L. Bach in his profile of Mariel refugees.[27]

> Fortunately, we now have relatively complete social background profiles of the Mariel entrants to demonstrate the nature and size of the gap between the public labels and empirical reality . . . as a group, they had a much more positive social background profile than the initial or even continuing reports indicated.
>
> Overall, the entrants' education, job skills, job experience, and residential backgrounds were not only substantially higher than anyone claimed during the flow, but indicate a former role in the Cuban economy that was fairly typical of the source population. And compared to the Cubans who have come to the U.S. during the 1960's, Mariel exiles showed similarity in both their educational and occupational backgrounds. Major differences included the larger number of mulattoes and blacks among the Mariel group and a much younger average age.[28]

The unfavorable image of the Mariel children coincided in the summer of 1980 with the idea that they could have a "negative impact" on other students in the school system. The idea was triggered by a fear that the students who had previously attended the schools would be short-changed, in terms of services, due to the need to educate the new refugee students.

In this climate the Dade School Board indicated the County Public Schools would give the refugee students the range of educational

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[26] Clark, Lasaga, and Resque *op. cit.* p. 7

[27] Robert L. Bach "The New Cuban Exodus" *Caribbean Review* 11 (Winter 1982) pp. 22-25

[28] *Ibid.*

services which could be offered within the funding available. The Board stated specifically that expenditures for the entrant program were to be limited to the level of state support under the Florida Educational Finance Program, and to federal funds available for that purpose.[29]

The School Board officially adopted that position on July 16, 1980. Shortly after, a letter was sent to Shirley Hufstedler, then U.S. Secretary of Education, asking for federal funds to provide the necessary services to the children of Mariel.

But the reality of Mariel pushed beyond politics. By the time the School Board acted, 9,000 Mariel refugee children were already attending the special summer school program.

PREPARING FOR THE FIRST FULL ACADEMIC YEAR (1980-81): ISOLATION VS. INTEGRATION

"We were faced with lack of classroom space and instructional materials and a critical need to hire teachers," recalled Dade South Central Area Superintendent Piedad Bucholtz. "But the worst of all was that we had such little time, weeks only, to accomplish all this."[30]

"A task force was set up and everybody worked in third gear doing three and four jobs at a time," said Bucholtz, who heads the area most representative of the county, with the largest number of Hispanic children. "What we had to accomplish to open for the fall semester was only possible because we had a school system committed to cut through the red tape—forget triple memos and get the job done," Bucholtz added.

The Dade County School System enrolled 11,553 Cuban entrant children for the fall of the 1980-81 school year and anticipated a total enrollment of more than 13,000, 65 percent of the children at the elementary level and 35 percent at the secondary level.[31]

For federal funding purposes, Cuban entrants were classified as Cuban students who entered the United States after April 21, 1980 and who registered in a school in the United States after that date

[29]Dade County Public Schools, "Position Statement on Cuban-Haitian Entrants."
[30]Bucholtz interview, *op. cit.*
[31]Dade County Public Schools, memorandum, December, 1980

That classification was applicable until October, 1980.

The anticipated enrollment of entrants meant the system had to staff practically an entire school district in six weeks. 13 interim assistant principals, 15 clerical posts, 668 new teachers, and 50 assistants or aides.[32] "We had to hire teachers and teachers' aides immediately," Bucholtz said. "Preference was given to those who were substitute teachers and teachers' aides." [33] Preference also was given to instructional personnel who were bilingual (Spanish-English and/or Haitian Creole-English) and met the other requirements. "They had to be tested or interviewed—all in short notice. We drained the pool of available qualified personnel in Miami and had to advertise outside to fill the jobs," Bucholtz explained.

Guidelines for staff requirements were not watered down to meet the crisis Florida State Department of Education certification was required for kindergarten and elementary school teachers. Secondary and vocational teachers had to be certified to teach their subject specialty.[34]

At all levels of instruction all teachers hired for the Entrant Program had to show proficiency in the English language by passing the English Proficiency Inventory for Teachers. Each teacher's proficiency had to be certified by the individual school hiring the teacher and by the Office of Personnel of the Department of Instructional Staffing. In addition, full-time instructional staff for the Entrant Program, like Dade County School System staff, had to maintain or improve compliance with the U.S. District Court's requirements for faculty racial ratios. The court-ordered racial ratios required a minimum of 24 percent blacks.[35]

"I believe this could not have been accomplished in another state within the time frame we had," said Bucholtz "We were lucky to have sufficient qualified bilingual personnel. That instant pool of skilled, qualified teachers, teachers' aides and clerical employees is unique to South Florida." [36]

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[32]Britton, *op cit*

[33]Bucholtz interview, *op cit*

[34]Paul Bell, Assistate Superintendent. Dade County Public Schools. memorandum, August 15, 1980

[35]*Ibid*

[36]Bucholtz interview, *op cit*

By early summer, Dade County school administrators had decided there would be two special schools, called "Entrant Facilities", set aside exclusively for the children of Mariel. Certain other schools

(*The Miami Herald*/Albert Coya)

"Because of its intensiveness and extended nature, the English immersion program in 1980 81 was equal to about two years of the standard English for Speakers of Other Languages (ESOL) program offered by the school system."

would serve as "Entrant Centers"—schools that would receive Mariel children from other feeder schools. A third category would be individual schools with special entrant programs.[37]

Miramar Elementary, a school which had been closed for a number of years, was reopened, spruced up and established as an Entrant Facility. Another was Merrick Elementary, where exceptional children were taught. The two facilities served approximately 11 percent of the entrant students. Twenty schools were Entrant Centers that offered a special program for Cubans and Haitians within the school attendance boundaries, and for Mariel students from other school districts which could not accommodate them. The 20 Centers had a network of 31 feeder schools and served 29 percent of the 1980-81 entrant population. The remaining 60 percent of the entrants were

[36] Bell, memorandum, *op cit*

[37] "Report on Programs and Services for Cuban/Haitian Entrants in the Dade County Public Schools," May 31, 1983 Update

served in their neighborhood schools, designated in the third category of schools with an entrant program.[38]

The staffing pattern for the two Entrant Facilities called for 50 percent bilingual instructional personnel. In each Entrant Facility there was one bilingual aide/assistant for each 130 entrant students.[39]

For the Entrant Centers and the schools with entrant programs, the staffing formula depended on the school's enrollment. For example, schools with 55-109 entrants received one aide. The staffing increased progressively, i.e., schools with 495-549 entrants received four teachers and an aide. (At the area level, schools with between 11 and 109 Mariel students received one itinerant bilingual teacher for each 85 entrant students.) [40]

Before Dade schools opened their doors for the new school year in September 1980, administrators had spent some $400,000 on specialized materials and about $100,000 on needed furniture and equipment, most of it delivered during the Labor Day weekend and accepted by staff members who volunteered to get their schools ready for the refugee students.

While money, staffing and space were critical problems, administrators, principals and teachers were concerned about the "isolation" of Mariel students at the two Entrant Facilities that had been set aside for them. Throughout 20 years of bilingual education in Dade County, the concept of segregation by national origin or language had never been seriously entertained. Earlier Cuban arrivals had registered in their neighborhood schools and received standard-curriculum instruction. They mixed with other non-Cuban children in the school yard, in the cafeteria, during Physical Education classes and in sports. This time around there was a substantial number who would be segregated in two facilities on a one-year, trial basis. Whether this system of segregation by "time of arrival and language" would be fair to the students, or would have an adverse effect on them, was an open question.

"Certainly there was concern," said Rosa Inclan, Director of Bilingual Education at the South Eastern Support Center of Florida International University's School of Education. "But it wasn't going to be a permanent situation. It was a temporary arrangement to meet a crisis

[39] *Ibid*
[40] *Ibid*

(AP/Wide World Photos)

Although the exodus of Cubans in the 1960's brought thousands more refugees to the United States than the Mariel boatlift, the earlier group's arrival had been slower and steadier. Wrapped in his mother's jacket, a two year old refugee child arrives in Key West in 1965.

where children were going to receive intensive training. It was an emergency solution considering the number of children to be served and the short period of time there was to handle the situation," recalled Inclan, who then held the number-two post in the school system's bilingual education program.[41]

"It worked. The children who came through Mariel have for the most part adapted well," said Inclan. Isolation "did not adversely affect" the students in the Entrant Facilities. "It didn't last long enough to create differences among the children," she added. "In a unique way it helped improve their self-esteem. They were able to perceive that the system was reaching out to meet their needs."

THE FIRST YEAR EXPERIENCE

The first year of instruction revealed as much about the teachers and aides directly involved with the children of Mariel as it did about the children themselves.

"The human factor, that which is innate to the individual, is what makes the difference in any system. And we had people personally committed to making the Mariel experience work," recalled Rosa Inclan. "There was a terrific human element, all the way from the administrators to the teachers who gave their all to make sure these children got ahead." [42]

"The teacher is the key to education regardless of the educational policy of the county or the nation," Inclan claimed. "And the teachers involved with the Mariel children, for the most part--even those who had reservations at first--reacted beautifully when it came to doing the job. And our job was to educate those children."

For the teachers and principals the initial impact of the children was their sheer numbers. The children seemed to arrive in a never-ending stream.

The shortage of space quickly became overwhelming. In the spring of 1980 the principal of Fienberg Elementary School in Miami Beach, David Silk, had anticipated that 595 children would enroll in his school in the fall. During the summer that estimate rose by more than 300 students, "most of whom couldn't speak a word of English. Then

[41] Rosa Inclan, Director, Bilingual Education, South Eastern Support Center, Florida International University School of Education, interview

[42] *Ibid*

we just kept growing," he remembered.[44]

The result was organized chaos. By the end of the 1980-81 school year, there were nearly 1,300 kids jammed into a school originally built to serve 505. Classes expanded to a point where 60 in a room was not uncommon, and 80 not unfathomable.

Teachers complained that with that many children in a class little individual attention could be given. "You can strive to give everyone individual attention but the people at the top and the bottom of the class suffer. Those people lose out," said teacher Annette Goldberg.[44]

Despite the crunch, teachers implemented the curriculum, the goal of which was the "best instructional program possible within the constraints of limited resources while at the same time reducing by 50 the number of year-long program participants who will need English for Speakers of Other Languages (ESOL) in 1981-82."[45]

Sample testing done during the summer of 1980 had revealed that different symbols and procedures were used in the Cuban educational system.[46] In September, about 9,000 entrant students in grades 1-10 took the Comprehensive Test of Basic Skills (CTBS), Español, in reading comprehension and mathematical computation.

The CTBS Español test (see Table 5) revealed a preponderance of low scores in mathematics basically due to the difference in mathematical symbols and procedures. Also, the reading data led the testing staff to anticipate that approximately two-thirds of the entrant students would have relatively little difficulty in learning English as a second language. The data indicated, however, that approximately one-third of the students would need intensive remedial communication skills lessons, both in English and Spanish. Overall, the scores of the latter group of students indicated "low average" achievement when compared with students who spoke English and Spanish equally well, according to a report from the Office of Management and Budget. Contributing to this "low average" achievement level, however, were large numbers of students who scored "very low" on the test, especially at the early grade levels.[47]

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[44]Dory Evans and Geoff Clakins, "Smaller Classes, More Room Mark Fienberg's Year," *The Miami Herald*, August 21, 1981

[44]*Ibid*

[45]Dade County Public Schools, "English Immersion for Cuban Haitian Entrants Guidelines for Implementation"

[46]Dade County Public Schools, Office of Management and Budget, Measurement and Evaluation Department, "CTBS Español Results"

[47]*Ibid*

Table 5
RESULTS OF COMPREHENSIVE TEST OF
BASIC SKILLS, ESPANOL
SEPTEMBER 1980

Grade	Number of Students	Median Percentage	Percentage				
			Very Low	Low	Average	High	Very High
			READING				
1	806	32	33	8	34	5	20
2	869	45	23	17	52	5	2
3	895	19	40	13	45	2	1
4	956	18	34	21	39	4	2
5	1083	26	29	19	48	2	1
6	777	37	11	15	71	1	2
7	866	42	10	11	72	6	2
8	845	39	13	9	74	2	1
9	702	36	11	15	72	2	1
10	957	37	10	16	68	6	1
TOTAL	8790	33	22	15	57	4	3
			MATHEMATICS				
1	809	23	39	9	40	4	7
2	878	14	44	16	34	3	3
3	902	20	29	26	42	2	2
4	963	11	49	15	31	3	2
5	1098	24	27	19	47	5	3
6	790	25	38	10	46	4	2
7	861	27	28	21	50	1	1
8	845	29	26	19	54	1	1
9	682	31	29	11	57	3	1
10	971	36	23	9	61	5	3
TOTAL	8928	24	33	15	46	3	2

The testing authorities advised school personnel to use "caution" in interpreting the scores:

> The test was developed as an end-of-year test. Students tested at the beginning of the school year would be expected to score somewhat lower than the norm group . . .
>
> Very low achieving students may improve dramatically as they become familiar with the concept of standardized testing . . .
>
> Cultural differences between Cuban Entrant students which may contribute to 'differences' in response patterns [answers] may also tend to diminish rapidly . . .
>
> The norm group [the comparison group used for developing the test] is distinctly different from the group tested . . .[18]

The preponderance of low scores in mathematics was blamed on the difference in mathematical symbols and procedures.

The testing served as a rough guideline for teachers who would be implementing the curriculum of the English immersion course designed for the Mariel children. The English immersion program consisted of seven components at the elementary level, and five components at the secondary level:

ELEMENTARY LEVEL

English for Speakers of Other Languages (ESOL)	Basic
English language development through Social Studies	Reinforce
English language development through Mathematics	Reinforce
English language development through Science/Mathematics	Reinforce
Physical Education	Regular Program
Art	Regular Program
Music	Regular Program

[18] English Immersion for Cuban Haitian Entrants. Guidelines for Implementation, *op. cit.*

SECONDARY LEVEL

ESOL	Basic
English language development through Social Studies	Reinforce
English language development through Mathematics	Reinforce
English language development through Science/Mathematics	Reinforce
Physical Education	Regular Program

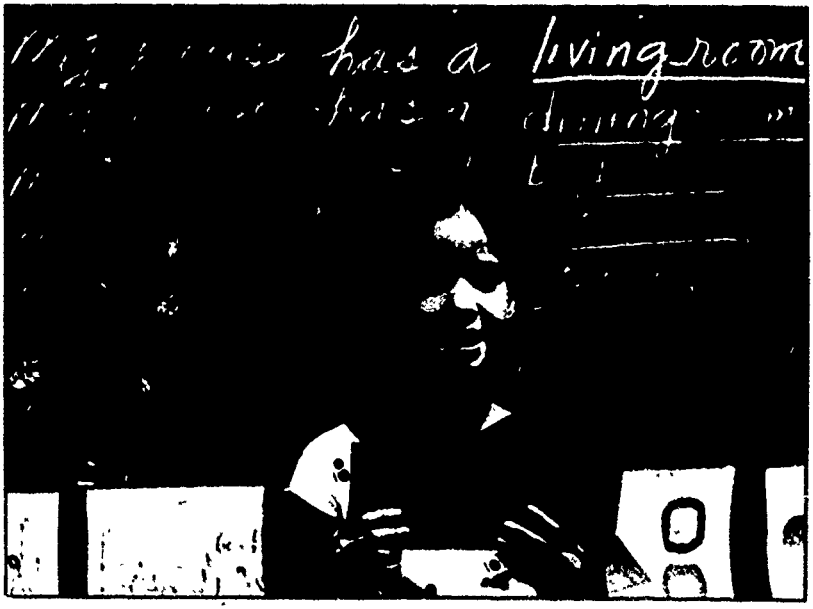
The Summer immersion program had prepared school officials to expect that seven out of every eight entrant children would not speak English. Because of its intensiveness and extended nature, the immersion program was equal to about two years of the ESOL program normally offered by the School System. Based on such standards, approximately 95 percent of the students who entered the 1980-81, year-long English immersion program were expected to achieve intermediate classification by the end of the year, and at least 50 percent of those students were to achieve independent status by that time.[29]

English language development in Social Studies, Mathematics and Science was designed to provide practical applications of the sounds and structures presented in ESOL classes, to introduce students to terminology needed to understand and master the subjects and to familiarize them with a wider range of language. Based on the Dade School System's experience, it was expected that, as a minimum standard, 70 percent of the year-long participants in English immersion would achieve 60 percent mastery on "criterion-referenced tests of the English equivalents for basic concepts presented in each component—Social Studies, Mathematics, and Science/Health—at their level of instruction."[30]

Entrant program instruction was organized as a modified version of the normal program for students with limited English proficiency.

—Students were to be grouped in self-contained classrooms or cluster-classrooms.

[29] *Ibid*
[30] *Ibid*



(*The Miami Herald*/Steve Dozier)

The English immersion program in the summer of 1980.

—Students were to receive 3-hours of ESOL daily.
—Instruction in English, Social Studies, Science and Mathematics was adapted to provide a special focus on the acculturation of the students.

Part of that acculturation meant dealing with the children's Cuban Marxist education. According to Rita and Omelio Vilardell, two recently arrived Cuban educators, three important objectives of present Cuban education are to determine the types of crimes that "American imperialism" has committed in different parts of the world, to explore the many advantages of socialism over capitalism and to recognize other peoples' struggles against imperialism around the world. Given this background, teachers had to emphasize American institutions through Social Studies.[51]

Thus, teaching the children about Thanksgiving and the Fourth of July meant more than giving them an understanding of the Pilgrims and freedom from England. Turkey and firecrackers were part of

[51]Rita & Omelio Vilardell, "The School System in Cuba," 1980

teaching the children new concepts of freedom and independence, of choice and duty, and of individual rights.

The first Thanksgiving for Mariel children was very special. The schools put on their usual Thanksgiving Day plays and special class programs. In November 1980, however, thousands of children raised in a closed, communist world participated in those plays, dressed as early Americans, even as they learned to pronounce "Thanksgiving" in their newly acquired language. The children of Mariel experienced another first when they tasted the turkey, cranberry sauce and pumpkin pie served in the school cafeterias in honor of America's most traditional holiday.

Throughout the year, as teachers and students struggled with understanding and accepting a new version of America, learning English and living in a new country, many problems surfaced. The major ones were. discipline, the personal trauma of family separations, the boat trip from Mariel to Key West and the process of acculturation.

"Acculturation to their new surroundings and to material things was easy for most of them, simply because they lacked everything and they absorbed everything with all their senses," recalled teacher Yolanda Blanco.[32]

"But the emotional part was different," Blanco said. "They showed little or no self-discipline. This was a new concept. They were used to the discipline of terror. And the problems with discipline arose from the fact that, in Cuba, an authority is interpreted as someone not to be trusted. Peer pressure was far more effective in this area because they wanted to imitate the group," she added.

"The value system was different. Some of those values clashed with those of our system," said Blanco. "Stealing, for example. People steal in Cuba to survive, and they steal from the government to exchange for needed items. These children's concept of stealing was not synonymous with 'bad,' but rather with 'need.' Almost an extension of that is why they had little or no concept of private property."

The school system survived the first year of Mariel, and so did the children. At the end of that year the two Entrant Facilities, which segregated 11 percent of the children of Mariel, ceased their exclusive functions, as did the Entrant Centers.

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[32]Blanco interview, *op cit*

The concern over the possible negative effect of segregation dissipated after final assessment. According to teachers and students, the two segregated facilities were an immense success.

"It gave us all a sense of being in this together," said a teacher. "There was just so much to be done there was not time to look around . . . and feel anything other than we were one family that had to get through together."

The feeling was echoed by the students. "The School was like my family. I felt protected," said a student who attended Miramar Elementary.

Success was not achieved without costs, however. And the Dade schools did not receive much financial support from the federal or state governments to offset the expense of the Mariel program.

In November 1980, in support of a request for federal assistance for the Mariel entrant program, the Dade County School System projected the excess costs that it would incur under the program during the 1980-81 school year. Similar excess cost projections were made in October 1981 for the 1981-82 school year (see Table 6).[53]

The federal government eventually agreed to provide $3.3 million to support the entrant program during the 1980-81 school year. That amount—$250 per student—provided support staff to deliver instruction in the home language (home language arts and bilingual curriculum content). It also provided for instructional materials, technical support at the area and central office levels, and indirect charges. The existing formula included an assessment of 8.83 percent for indirect charges.[54]

The $250 per student also provided instructional material based on an estimated expenditure of $10.47 per student. $2 of which were allocated to the individual school or area for supplies and $8.47 of which were retained for the purchase of textbooks and other materials related to the use of the home language. The money paid for technical support by one educational specialist in each of the county's four areas and in the Central Office, as well as one television teacher to serve countywide.

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[53]Dade County Public Schools, Cuban/Haitian Entrant Program Excess Cost Projection 1980 1981, November 18, 1980, and 1981-82 Excess Cost Projection - All Eligible Refugees," October 27, 1981.

[54]*Ibid*

Table 6
EXCESS COST PROJECTIONS
PROGRAMS FOR CUBAN/HAITIAN ENTRANTS AND OTHER REFUGEES
DADE COUNTY PUBLIC SCHOOLS
1980-1982 School Years[a]

Program	School Year 1980-81[b]	1981-82[c]
Supplementary instruction:		
ESOL	$ 3,483,274	$ 4,212,637
Home language instruction	3,328,250	2,222,912
Instructional support:		
Bilingual counselors	843,379	504,762
Visiting teachers and psychologists	559,146	275,709
Relocatable classrooms	7,366,392	8,017,485
Transportation (school buses)	750,000	200,000
Custodial, maintenance and operational support	772,154	1,100,905
TOTAL	$17,102,595	$16,534,410

[a]See Appendix A for further detail
[b]Based on 13,313 Cuban and Haitian entrant students reported through October 1980
[c]Based on 16,927 entrant students reported through October 27 1981 Nearly all were Cubans or Haitians

What the $250 did not provide for the children of Mariel was perhaps equally important It did not fund bilingual visiting teachers, psychologists, counselors, or teachers of English for speakers of other languages [55] Dade County schools normally included staff who provide these services to other limited-English-proficiency students.

The Mariel exodus increased the number of limited English-proficient students in the School System by 12,910, or 96 percent, between the 1979-80 and 1981-82 school years (see Table 7).[56] The actual cost of providing all limited English-proficient students, including the children of Mariel, the basic curriculum provided every student rose by $26.6 million during that period. Pre-school-year

[55]*Ibid*

[56]Judith A Webb Data Management Dade County Public Schools, personal correspondence with the author April 24 1985

budget estimates of the cost of supplementary instruction for all limited English-proficient students rose by $6.8 million, or 83 percent.

Although the federal government committed to provide $3.3 million to support home language instruction under the entrant program in 1980-81, the money was not available until the 1981-82 school year. Thus, the $6.1 million in federal assistance received by the County in 1981-82 actually provided only $2.8 million in additional funds to offset the increases in costs experienced as a result of the Mariel boatlift in that year. The amount of federal and state funds available to school administrators in 1981-82, $7.0 million, paid for a small portion of the entrant program.

SUBSEQUENT DEVELOPMENTS

From April 2, 1980 through January 31, 1982, some 16,626 new Cuban and 1,701 new Haitian students began attending the Dade County Schools. More than a year later, on April 30, 1983, 18,248 Cuban and Haitian students were on the active refugee file.[5] Of those students, 12,932 were classified as "entrants." Because "entrant" status was applicable only through October 9, 1980, a substantial number—about 5,000—of Cuban refugee students were technically not eligible for the entrant program.

The normal two-year span of required special language instruction was extended to a three-year program for a significant number of the 1980-81 entrant students to prepare them for full integration into an American school system.

For the 1981-82 and the 1982-83 school years, no separate Entrant Facilities were used for Cuban-Haitian entrants because the Dade Public Schools wanted to incorporate those students as quickly as possible into ongoing programs with other students who had similar academic needs. The transformation of the two Entrant Facilities into regular schools is an indication of the School System's success in preparing a large portion of the children of Mariel for integration into the general student population.

As in the 1980-81 school year, all students who were classified as limited English-proficient were required to participate in an English

[5] "Report on Programs and Services for Cuban/Haitian Entrants May 31, 1983 Update op. cit.

(*The Miami Herald*/John Walther)

Students share a newspaper at Central High School in Miami.

(*The Miami Herald*/Tim Chapman)

They didn t know English. I didn't know Spanish. The only word we had between us was "candy." I knew they'd like that,' recalled a second-grade teacher."

Table 7

COSTS OF AND OUTSIDE SOURCES OF FUNDS FOR LIMITED ENGLISH-PROFICIENT STUDENT PROGRAMS DADE COUNTY PUBLIC SCHOOLS 1979-1982 SCHOOL YEARS

	School Year		
	1979-80	1980-81	1981-82
Limited English-proficient students	13,446	26,239	26,356
Costs			
Costs of basic programs for limited English-proficient students: [a]			
Per student	$ 1,441	$ 1,531	$ 1,745
Total	19,375,686	40,171,909	45,991,220
Budgeted cost of ESOL and home language instruction[b]	3,686,912	3,921,131	10,444,783
Outside Sources of Funds			
Federal:			
Cuban Refugee Program[c]	9,632,700	9,382,500	—
Refugee Education Assistance Act of 1980[d]	—	—	6,136,701
State of Florida	—	—	4,222,125
Total	$ 9,632,700	$ 9,382,500	$10,358,826

[a] Actual costs calculated at the end of each school year
[b] Budget estimates made before each school year
[c] Established after the first major wave of Cuban refugees in the 1960's
[d] Public Law 96-422 The amount shown for the 1981-82 school year was used to cover costs incurred in 1980-81 as well

for Speakers of Other Languages (ESOL) program, and a full language arts and culture program which included listening comprehension, oral expression, pronunciation, reading, and writing. This curricular requirement, as well as the guidelines for ESOL students described below, continues in force today.[57]

All schools with students classified as limited English proficient are required to provide ESOL instruction. In 1980-83, instruction in ESOL at the elementary level varied from one to two hours daily, or five to ten hours weekly. At the secondary level, the schedule varied from one to two class periods daily, or five to ten class periods weekly (see Appendix C). The 1983-84 Instructional Program Guidelines set for grades 2-6 required 300 minutes daily, of those, 120 were devoted to ESOL (see Appendix D).

Entry into the ESOL program is through testing approved by the Office for Civil Rights before leaving the ESOL program, students are again tested and judged by their teachers. The program guidelines specifically state, however, that "it is most important that ESOL students be moved progressively and without unnecessary delay."

Schools with limited English-proficient students are required to provide appropriate opportunities for those students to interact with their English-speaking peers. Integration requirements are met by assigning students to regular classrooms. Students assigned to intensive English classes are integrated during Art, Music and Physical Education classes, lunch, or recess.

At the elementary level, all Cuban/Haitian entrant students of limited English proficiency are automatically assigned to bilingual programs while they are learning English. The program has the same instructional objectives in Social Studies, Science, or Mathematics as in the regular English language curriculum so students do not fall behind academically while learning English.

ASSESSMENT OF EFFORT

What would you do differently now?

ROSA INCLAN, Director, Bilingual Education, South Eastern Support Center, Florida International University School of Education.

"I don't know that I would do anything differently than was done, given the time constrictions, because the point is that it worked.

Children were placed and taught and moved along academically and from what I can see and read they have pretty much made the transition well.

"If there were weaknesses, they were weaknesses of the system as a whole, such as not having enough counselors to go around." [58]

PIEDAD BUCHOLTZ, South Central Area Superintendent, Dade County Public Schools:

"Definitely I would place a greater emphasis on counseling. Especially at the high school level. I think we lost a considerable number of students through the cracks at the high school level because there were not enough bilingual counselors.

"I also think we could have used greater interaction with the community agencies, especially those geared to mental health. It would have helped a lot of the children with emotional traumas." [59]

ELVIRA PUPO, Special Education Counselor:

"We caught the children with obvious physical and mental handicaps right away and started them in special programs. Now we are beginning to see the subtler kind of problems—chronic emotional problems or antisocial behavior that we at first were unable to detect.

"But given the situation that existed, I don't know that we could have detected these problems any earlier. We had to wait a year really before any tests were valid to give these children a time for adjustment. Mariel was a rough, traumatic experience even for the healthiest, most stable of children. It would have been erroneous to have labeled these children early on. Serious mistakes perhaps would have been made.

"But just as we are beginning to see the child with subtler problems, with learning disabilities, we are also beginning to see the gifted children and classify them as gifted. They, too, needed time." [60]

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[58] English Immersion for Cuban/Haitian Entrants Guidelines for Implementation, *op cit*

[59] Inclan interview, *op cit*

[60] Bucholtz interview, *op cit*

CONCLUSION

Some of the children of Mariel rose to shine, some fell through the cracks of the system, and still others were not even touched by it. This latter group is perhaps the saddest.

Just three years after 2,000 unaccompanied minors arrived during the Mariel boatlift, Florida State officials had records for less than 50.[61]

A 1980 profile of unaccompanied minors in various refugee camps reported that 9 out of every 10 minors were male. About 94 percent were between the ages of 16 and 18, and two-thirds of them had quit school in Cuba. The majority—84 percent—had nine years or less of schooling.[62]

Emilio Maruri fit that profile perfectly. He quit school in Cuba in the sixth grade. Unfortunately, Maruri never made it to school in the United States. Instead, he made it to jail.[63]

But those who rose to shine also were among the 8,000 minors between the ages of 10-18 who arrived in the Mariel boatlift. Of these, about 5,600 lived with both parents, 1,000 had one parent and 800 were met by relatives or sponsors. An estimated 600 were on their own and had to be cared for by social agencies.[64]

Ana Ramos and Liana Alvarez became the Valedictorian and Salutatorian of their respective graduating classes in 1984—the first year to see full four-year Mariel students graduate. Their successes must be credited to both their personal qualities and the opportunities afforded by the schools they attended.

They graduated on the day Merrick Elementary, an Entrant Facility which had been made a regular school after the 1980-81 school year, phased out its fifth and sixth grades, the final two. Merrick had been a temporary means of handling the influx of Mariel children, and its purpose had come to an end.

While Merrick has closed its doors and Miramar, the other Entrant Facility, continues to serve as a regular elementary school, work with the children of Mariel is far from completed. Children with subtler mental and learning disorders, as well as gifted students, are just now being identified.

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[61] Elvira Pupo, Special Education Counselor, Dade County Public Schools, interview.

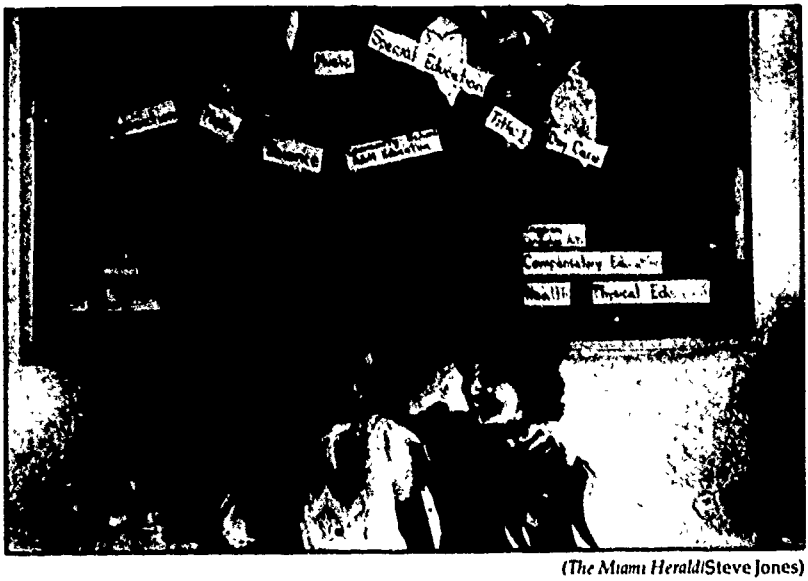
[62] Ana Veciana-Suarez, "Tough But Fragile: Mariel Children Fall Through Cracks," *The Miami Herald*, April 25, 1983.

[63] *Ibid.*

[64] Maruri interview, *op. cit.*

(The Miami Herald)

A Cuban youngster in school in 1982.



(The Miami Herald/Steve Jones)

The point is that it worked. Children were placed and taught and moved along academically, and they have pretty much made the transition well."

As the children learned English they also learned how to cope with the system. And the system also learned to grow, to bend and stretch to its maximum, because of the Mariel experience. School systems in South Florida, particularly Dade County, learned their strengths lay within themselves and their communities, which possess pools of skilled, bilingual residents Without those talented pools the Mariel crisis could not have been handled as adeptly, albeit through great sacrifice.

For the system and the community some old problems will not go away. They are part of the Mariel tragedy. Families are split by ideology and 90 miles of ocean.

Other problems are part of a built-in pattern: there are still not enough guidance counselors, and bilingual counselors are even scarcer Funds for more counselors, and a commitment to make counseling as important as the "three R's," are still wishful thinking.

New problems are cropping up, such as drug-dealing and delinquency. But these problems are not exclusive to the children of Mariel, but are problems of society as a whole. While parents learn to deal with these problems, the Dade School System is tackling the issue with an innovative program called the Positive Reinforcement Operation. The effort is aimed at all youngsters who appear to be headed for "trouble" but who can be turned around if identified and helped early.

Beyond an analysis of how effectively the South Florida educational system handled the crisis, the most important lesson of Mariel is the success of the children themselves. They are a living tribute to more than 20 years of commitment to bilingual education in South Florida. Their educational transition underlines the inherent merit of bilingual education.

The Mariel experience is also a lesson on what the federal government did not do:

(1) Washington failed to act and assume leadership when confronted with the exodus.
(2) The federal government failed to assume full responsibility in the aftermath of the exodus, leaving the local communities to fend for themselves. Local officials and Congressional delegation members had to fight to get Washington to react to this international crisis. The federal government had to be coerced into action.

(3) Washington failed to provide a meaningful screening process, specifically for children and their educational needs. Local school systems were forced into a crisis situation with little or no information on the new refugee student population they would have to serve.
(4) The lack of a massive federal effort resulted in class sizes at times so overwhelming that little personal attention could be given to the students.
(5) The federal government did not help Dade and other school systems provide adequate academic and psychological counseling. Schools lacked the necessary funds to hire bilingual counselors or bilingual psychologists to serve the Mariel children. This dearth of funding continues to plague the school systems of South Florida.

Despite the massive effort of the South Florida school districts to deal with the Mariel exodus, the experience has left administrators aware that they are as bereft of support to deal with a new refugee crisis now as they were in 1980.

(1) To this date the federal government has not spelled out its responsibility in the case of a refugee influx of the magnitude of the Mariel exodus.
(2) Washington has not developed a basic standard funding formula to reimburse communities faced with a massive wave of refugees.
(3) There is still no meaningful resettlement program to ease the burden of local communities forced to absorb large numbers of people. The lack of a systematic resettlement plan or policy taxes a community's existing institutions beyond their capacity, forces displacement of unskilled labor and fosters resentment and friction between new arrivals and the community at large.

Beyond the responsibility of the federal government, the response of the community and its institutions needs further scrutiny.

The educational institutions' objective was to integrate the children of Mariel into the system, so that they would become indistinguishable from the general population. However, no systematic study or "tagging" of the Mariel children has been done either to determine the degree of their integration into the student bodies of the South Florida public schools, or to trace their growth and acculturation into the society as a whole. Lack of research in this area makes it difficult

to measure the school systems' success in assimilating the children of Mariel, and to identify the drop-out rate of those students once they reach high school. As a consequence, little is known of the young Mariel worker, the unemployed teenager, or the drifter.

Research in this area would be a basic working tool for preventive juvenile crime programs, social service agencies and civic organizations, and would help tailor counseling and vocational training to the needs of this special population. Continued study of the children of Mariel would give us a long-range vision and understanding of the transformation process of a community.

Since Fidel Castro came to power in 1959, one million Cubans have fled his totalitarian regime. The children of Mariel are a small part of this continuing exodus. Men, women and children flee wherever and whenever Marxist-Leninists seize power, and their flight intensifies as the totalitarians consolidate their rule.

In recent years the public schools of South Florida have enrolled increasing numbers of Nicaraguan refugee children. The number of active Nicaraguan refugee students attending Dade County Public Schools has risen from 1,578 in January 1982 to 2,989 in February 1984 to 5,186 in January 1985. Nicaraguan refugee children now outnumber refugee (and entrant) children of all other nationalities in the School System except Cubans.[66]

Nicaragua's population is approximately 2.8 million, while 100 million people live between Panama and the southern border of the United States. Nicaraguan refugee camps already exist in other Central American countries. If the Cuban experience is repeated, 200,000 Nicaraguan refugees could flee to the United States in the aftermath of the consolidation of a Communist government in Managua.

The impact on neighboring countries of a permanent Marxist-Leninist government in Nicaragua, and the potential population dislocations that could ensue, are certainly matters of national policy. Unfortunately, Caribbean and Central American problems addressed by United States foreign policy affect Florida, particularly South Florida, to a much greater extent than other regions of this country.

The growing number of Nicaraguan students already has had an impact on the South Florida public schools. As this monograph

[65]Roberto Fabricio "Judge Wrong on Mariel Kids, and He's Glad," *The Miami Herald*, December 17, 1984

[66]Information provided by Genevieve Mauch, Attendance Services, Dade County Public Schools

documents, South Florida educators have largely succeeded in integrating the children of Mariel into the area's school systems, despite many obstacles. Over 11,000 Cuban entrant children continue to attend public schools in Dade County. To address today's challenges responsibly, the Congress and the federal government must take into account the experience of the South Florida schools.

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APPENDIX A

Excess Cost Projections for the Cuban/Haitian Entrant Program 1980-82 School Years

Source. Office of the Superintendent, Dade County Public Schools

Cuban/Haitian Entrants Only
1980 81
(November 18 1980)

Purpose			Cost Student	Total*
(A) *Direct Supplementary Instruction*				
• English for Speakers of other Languages				
Elementary (K-6)	8 653 @	$318	$2 751 654	
Secondary (7-12)	4 660 @	157	$ 731 620	
Average Total Elementary and Secondary			$261	$3 483 274
• Home Language Instruction			250	3 328 250
(B) *Instructional Support*				
Bilingual Counselors			63	843 379
• Visiting Teachers/Psychologists			42	559 146
(C) *Relocatable Classrooms*				
• 213 classrooms with furniture to house 6000 K-12 students** who cannot be housed in existing facilities			553***	7 366 392 ($34 584 per relocatable)
(D) *Transportation*				
• 30 School buses			56	750 000
(E) *Maintenance Operations*				
• Custodial, Maintenance and Operational Support			58	772 154
Total			$1283	$17 102 595

* Total costs are based on 13 413 entrant students reported through October 31 1980 to Florida State Department of Education

** 2097 in K-3 1798 in 4-6 2105 in 7 12

*** The $553 cost represents a pro-rated cost for 13 413 entrant students who were reported on October 31, 1980 The actual cost for classroom space for additional students who enter the school system after October 31 1980 is $1228 per student

All Eligible Refugees
1981 82
(October 2nd 1981)

Supplementary Instruction

English for Speakers of Other Languages (K 12 16 937 students)		
Supplementary teachers	($227 92 per student)	$3,860,242
Materials and supplies	(4 47 per student)	75,665
Area specialists (4)	(5 00 per student)	84,707
Central Office support	(5 28 per student)	89 382
Training	(6 06 per student)	102,641
	$249 per student	$4,212 637
Basic Skills in the Home Language (K 6 12 264 students)		
Supplementary teachers/aides	($173 64 per student)	$2 122,216
Materials and supplies	(5 55 per student)	68 090
Central Office support	(2 66 per student)	32 606
	$181 25 per student	$2 222 912

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Instructional Support

Visiting teachers (K-12, 16 937 students)
16 937 students 4374 1 ratio 3 87
3 87 × $28,485 - $110,237 - 16,937 $6 51 per student $ 110 237
Psychologists (K-12, 16,937 students)
16,937 students - 2996 1 ratio 5 65
5 65 × $29,297 = $165,472 - 16 937 $9 77 per student 165 472
Counselors (K-12, 16,937 students)
16,937 students 935 1 ratio 18 11
18 11 × $27,872 $504 762 - 16 937 $29 80 per student 504 762
$46 08 per student $ 780 471

Relocatable Classrooms

74 classrooms to serve 2 072 students from 1980-81 un-met needs plus 129 classrooms to serve 3,624 students who entered LCPS after October 31 1980, total 5 696 students with 28 per relocatable
203 relocatables × $39 495 $8 017 485

$8 017 485 - 5,696 students $1 407 56 per student $8 017 485

Transportation

8 school buses to transport 3 624 students who entered DCPS after October 31 1980 at $25,000 per bus
$200,000 3,624 students $55 19 per students $ 200 000

Maintenance/Operations

Custodial, maintenance and operational support prorated among 16 937 eligible students $65 per student $1 100 905

Summary

Supplementary Instruction	
ESOL	$4,212 637
Basic Skills in Home Language	2 222 912
Instructional Support	
Visiting teachers	110 237
Psychologists	165 472
Counselors	504,762
Relocatable Classrooms	8,017 485
Transportation	200,000
Maintenance/Operations	1 100,905
	$16 534 410

$16 534,410 prorated among 16 937 students $976 23 per student

Notes

Eligible refugees includes Cuban/Haitian entrants, Indo-Chinese and others covered under the Supplemental Appropriations and Rescissions Act of 1981 (P L 97 12) and the Refugee Act of 1980 (P L 96-212) as reported in the Florida Department of Education Refugee and Entrant Student Count

Supplementary instruction costs are based on the approved 1981 82 budget, prorated among the eligible refugees according to level of service These refugees represent 63 61 % of the total limited English-proficient membership

Instructional support costs are based on FTE divided by the number of positions to establish a ratio which in turn serves as a formula applicable to refugees

Costs for relocatable classrooms transportation and maintenance/operations are based on cost figures established for the April 27 1981 update of Cuban/Haitian entrant costs adjusted to respond to current data on all refugees in all categories

APPENDIX B

Recommended Instructional Materials
Limited English-Proficient Students
1980-81 School Year
Source: Dade County School Board

Recommended Instructional Materials

Elementary

English for Speakers of Other Languages

Interdisciplinary Oral Language Guide Michigan Oral Language Series Parts One Four Modern Language Association	Grade K-2
Diagnostic Prescriptive Packets Parts One Four to accompany Michigan Oral Language Series Division of Elementary and Secondary Education Dade County Public Schools	Grades K-2
Miami Linguistic Readers Levels I A 1S D C Heath	Grades K-6
Diagnostic-Prescriptive Packets Levels 1-3 and Levels 4-6 Division of Elementary and Secondary Education Dade County Public Schools	Grades K-3
Supplementary Activities Miami Linguistic Readers Introductory Unit for Readiness, Division of Elementary and Secondary Education Dade County Public Schools	Grades K-1
Audio-Visual Supplement to Miami Linguistic Readers Division of Elementary and Secondary Education Dade County Public Schools	Grades K-3
Selected and Supplementary Activities for the Miami Linguistic Readers Division of Elementary Education Dade County Public Schools	Grades 4-6
English Around the World Scott Foresman	Grades 3-6
ESOL Social Studies Language Activities Division of Elementary and Secondary Education, Dade County Public Schools	Grades 1-3
ESOL-Math Language Activities Division of Elementary and Secondary Education Dade County Public Schools	Grades 1-3

Home Language Arts

SCDC Language Arts (Spanish) Crane Publishing	Grades 1-6
SISDELE—Reading Management System Division of Elementary and Secondary Education, Dade County Public Schools	Grades 1-6
SCDC Early Childhood Units Division of Elementary and Secondary Education Dade County Public Schools	Grade K
Project Haitian Ethnic Studies Readers Division of Elementary and Secondary Education Dade County Public Schools	Grades 1-6

Bilingual Curriculum Content

Social Studies—*SCDC Social Science* Strand Crane Publishing	Grades K-6
Science—*SCDC Science/Math and Science/Health* Strand Crane Publishing	Grades K-6
Mathematics—*Las Matematicas Nuestro Mundo* Addison Wesley	Grades K-6

English for Speakers of Other Languages

	English for a Changing World Scott Foresman	Grades 7-12
	Reading for Concepts McGraw Hill Webster	Grades 7-10

Bilingual Curriculum Content

Mathematics	–*Basic Mathematics Series* McCormick Mathers (1st semester – Mathematics #220350) (2nd semester – Mathematics #220350)	Grade 7
Social Studies	–*Our Florida Land of Sunshine* Steck Vaughan (1st semester - Social Studies #044101) (2nd semester – Social Studies #044301)	Grade 7
Science	– *Concepts and Challenges in Life Science* Cebco (1st semester – Science #131101) (2nd semester – Science #131102)	Grade 7
Mathematics	*Basic Mathematics Series* McCormick-Mathers (1st semester – Mathematics #220350) (2nd semester – Mathematics #220359)	Grade 8
Social Studies	–*U S History American History* Follett (1st semester Social Studies #041601) (2nd semester - Social Studies #041602)	Grade 8
Science	–*Concepts and Challenges in Life Science* Cebco (1st semester Science #131101) (2nd semester Science#131102)	Grade 8
Mathematics	*Basic Mathematics Series* McCormick Mathers (1st semester Mathematics #220350) (2nd semester –Mathematics #220350)	Grade 9
Social Studies	–*U S History* Follett (1st semester Social Studies #041602)	Grade 9
	Young American Citizen Sadlier (2nd semester Social Studies #044301)	
	A Study of Basic Economics and Consumer in the Marketplace Graphic Language will be distributed by the Area Office Limited copies will be available	
Science	*Concepts and Challenges in Life Science* Cebco (1st semester Science #131101) (2nd semester - Science #13102)	Grade 9
Mathematics	*Mathematics for Today* Sadlier (1st semester – Mathematics #220351) (2nd semester –Mathematics #220351)	Grade 10
Social Studies	–*Young American Citizen* Sadlier (1st semester - Social Studies #044301)	Grade 10
	A Study of Basic Economics and Consumer in the Marketplace Graphic Language will be distributed by the Area Office Limited copies will be available	
Science	–*Biology* Silver Burdett (1st semester Science #131405) (2nd semester - Science #131406)	Grade 10

Mathematics	*Mathematics for Today* Sadlier (1st semester – Mathematics #220351) (2nd semester – Mathematics #220351)	Grade 11
Social Studies	– *New Exploring Our Nation's History* Globe (1st semester – Social Studies #041605) (2nd semester – Social Studies #041606)	Grade 11
Science	– *Biology* Silver Burdett (1st semester – Science #131405) (2nd semester – Science #131406)	Grade 11
Mathematics	– *Mathematics for Today* Sadlier (1st semester – Mathematics #220351) (2nd semester – Mathematics #220351)	Grade 12
Social Studies	– *American History* Globe (1st semester – Social Studies #041606)	Grade 12
	– *New Exploring Our Nation's History* Globe	Grade 12
	– *American Government* MacMillan	Grade 12
	Practical Politics and Government MacMillan (2nd semester – Social Studies #044601)	
Science	– *Biology* Silver Burdett (1st semester – Science #131405) (2nd semester – Science #131405)	Grade 12

APPENDIX C

Elementary and Secondary Programs for Limited English-Proficient Cuban/Haitian Entrant Students 1980-83 School Years

Source. Report on Programs and Services for Cuban/Haitian Entrants in the Dade County Public Schools," May 31, 1983 Update, Bureau of Education, Dade County Public Schools

Elementary Programs for Limited English Proficient Cuban/Haitian Entrant Students

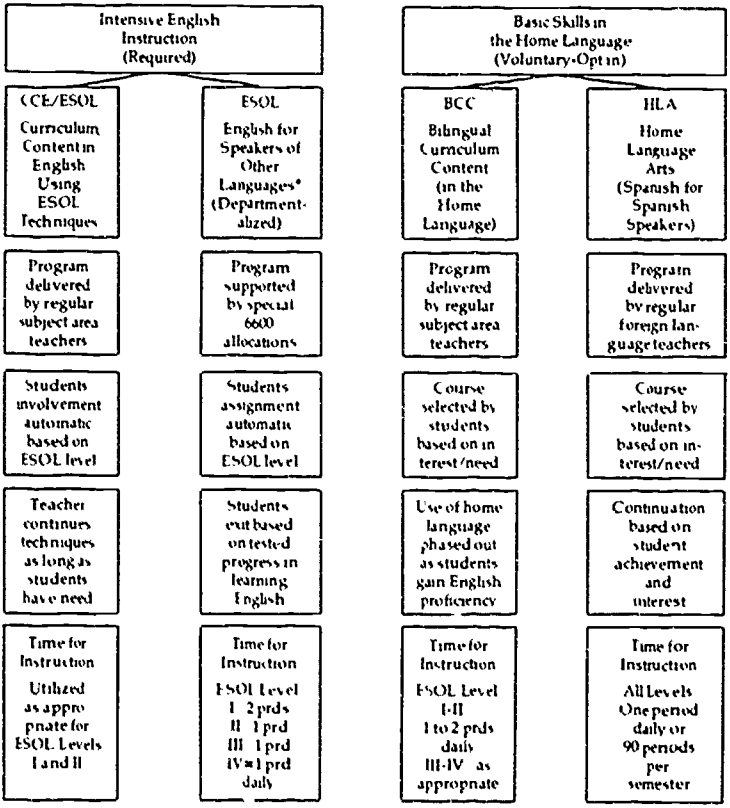
Intensive English Instruction (Required)				Basic Skills in the Home Language (Voluntary-Opt Out)	
CCE/ESOL	ESOL			BCC	HLA
Curriculum Content in English Using ESOL Techniques	English for Speakers of Other Languages (Provided in one of three ways) Pull-Out from Regular Classrooms	Partially Self-Contained Type A*	Partially Self-Contained Type B**	Bilingual Curriculum Content (in the Home Language)	Home Language Arts, such as Spanish-S, Haitian-Creole
Program delivered by regular classroom teachers	Program delivered by special 6600 allocations	Program supported by special 6600 allocations*	Program delivered by regular classroom teachers**	Program delivered by special 6630*** allocations	Program delivered by special 6630*** allocations
Students' involvement automatic based on ESOL level	Students assignment automatic based on ESOL level	Students' assignment automatic based on ESOL level	Students assignment automatic based on ESOL level	Students' assignment automatic based on ESOL level	Students' assignment automatic based on ESOL level
Teacher continues techniques as long as students demonstrate need	Students' exit based on tested progress in learning English language	Students' exit based on tested progress in learning English language	Students exit based on tested progress in learning English language	Students' exit based on progress in subjects in English, or parental request	Students' exit based on skill development in English or parental request
Time for Instruction Utilized as appropriate for ESOL Levels I and II	Time for Instruction ESOL Level I - 2 hrs II - 1 hr III - 1 hr IV - 1 hr daily	Time for Instruction ESOL Level I - 2 hrs II - 1 hr III - 1 hr IV - 1 hr daily	Time for Instruction ESOL Level I - 2 hrs II - 1 hr III - 1 hr IV - 1 hr daily	Time for Instruction ESOL Level I = 60 min II = 45 min daily III-IV = as appropriate	Time for Instruction All Levels 30 minutes daily or 150 minutes weekly as minimum

*Type A The responsibility for ESOL instruction is shared by the classroom teacher and a special ESOL teacher allocated under Program 6600

**Type B The teacher-pupil ratio is reduced by dividing five classes into six and allocating an additional classroom teacher under Program 6601

***Within available resources

Secondary Programs for Limited English Proficient Cuban/Haitian Entrant Students



*Several ESOL semester courses are interdisciplinary in nature so that it is possible for limited English-proficient students in ESOL classes to receive credit in social studies for example if they also meet the objectives of the corresponding social studies semester course during the second period of ESOL instruction under agreement with the social studies teacher

ESOL semester courses are identified by code numbers of the 5118 (grades 10-12) and 5117 (grades 7-9) series

APPENDIX D

Comparison of Elementary School Programs for Students
Classified as Independent in English and as Limited English-Proficient
1983-84 School Year

Source. "1983-84 ECIA, Chapter 1 Instructional Progra. Guidelines for Students Classified as Limited English Proficient in Elementary Schools, Division of Elementary and Secondary Instruction, Dade County Public Schools, August 22, 1983

Grade 1

Students who are classified as independent in English	
	Average minutes
Reading	60
Writing	30
Mathematics	45
Language Experience Oral Language Development	*45*
Music	15
Art	12
Physical Education	30
Spanish	(See note)

*30 minutes of this time is allocated for Spanish for students who elect to participate in Spanish-S

Students who are classified as limited English proficient							
Level I Nonindependent		Level II Low intermediate		Level III Mid intermediate		Level IV High intermediate	
	Average minutes		Average minutes		Average minutes		Average minutes
ESOL Listening Speaking Reading (developmental) Writing	90	*ESOL* Listening Speaking Reading (developmental) Writing	90	*ESOL* Reading (developmental) Writing	60	*ESOL* Reading (developmental) Writing	60
				ESOL Math	15	*ESOL Math*	15
Mathematics (Up to half in home language)	30	*Mathematics* (Up to half in home language)	30	*Mathematics* (Use home language as appropriate)	40	*Mathematics* (Use home language as appropriate)	40
ESOL Math	10	*ESOL Math*	10	*Language Experience Using ESOL Techniques*	35	*Language Experience Using ESOL Techniques*	35
Music	15	*Music*	15	*Music*	15	*Music*	15
Art	12	*Art*	12	*Art*	12	*Art*	12
Physical Education	30	*Physical Education*	30	*Physical Education*	30	*Physical Education*	30
Bilingual Curriculum Content (Social Studies/Science)	20	*Bilingual Curriculum Content* (Social Studies/Science)	20	*Bilingual Curriculum Content* (Social Studies/Science)	as appropriate	*Bilingual Curriculum Content* (Social Studies/Science)	as appropriate
Home Language Arts	30	*Home Language Arts*	30	*Home Language Arts*	30	*Home Language Arts*	30

Grade 2-6

Students who are classified as independent in English	Average minutes
Reading	60
Writing	30
Mathematics	45
Language Experience Oral Language Development	*100*
Music	15
Art	12
Physical Education	30
Spanish SL	(See note)
Spanish S	(See note)

*30 minutes of this time is allocated for Spanish for students who elect to participate in Spanish SL or Spanish S

Students who are classified as limited English proficient							
Level I Nonindependent	Average minutes	Level II Low intermediate	Average minutes	Level III Mid intermediate	Average minutes	Level IV High intermediate	Average minutes
ESOL Listening Speaking Reading (developmental) Writing	120	*ESOL* Listening Speaking Reading (developmental) Writing	120	*ESOL* Reading (Developmental) Writing	80	*ESOL* Reading (developmental) Writing	80
				ESOL Math	20	*ESOL Math*	20
Mathematics (Up to half in home language)	40	*Mathematics* (Up to half in home language)	40	*Mathematics* (Use home language as appropriate)	45	*Mathematics* (Use home language as appropriate)	45
Language Experience Using ESOL Techniques		*ESOL Math*	15	*Language Experience Using ESOL Techniques*	60	*Language Experience Using ESOL Techniques*	60
Music	15	*Music*	15	*Music*	15	*Music*	15
Art	12	*Art*	12	*Art*	12	*Art*	12
Physical Education	30	*Physical Education*	30	*Physical Education*	30	*Physical Education*	30
Bilingual Curriculum Content (Social Studies/Science)	30	*Bilingual Curriculum Content* (Social Studies/Science)	30	*Bilingual Curriculum Content* (Social Studies/Science)	as appropriate	*Bilingual Curriculum Content* (Social Studies/Science)	as appropriate
Home Language Arts	30	*Home Language Arts*	30	*Home Language Arts*	30	*Home Language Arts*	30

Also available from the Cuban American National Foundation.

U.S. Radio Broadcasting to Cuba. Policy Implications A study for the proposal of a new U.S. government radio station for brodcasting to Cuba [Radio Marti], including discussion of the propaganda strategies of the Soviet Union and the Castro regime. Covers the information environment in Cuba and the impact of Radio Marti on it. Analyzes options for administration and programming. (Out of Print).

The Cuban Scene Censors and Dissenters by Professor Carlos Ripoll. This article describes the mechanisms of intellectual repression under the Castro government. Outlines the history of the Cuban government policy toward literature since 1959, and of the effects of these policies on Cuban literature. Reprinted from *Partisan Review* Vol. XLVIII, No. 4. Distributed free of charge.

Castro and the Bankers. The Mortgaging of a Revolution — 1983 Update by Ernesto F. Betancourt and Wilson P. Dizard III. Analysis of the Cuban government's debts to Western banks and the Soviet Union. Describes the sources and uses of the Castro regime's foreign debts, and discusses the consequences of a default or rescheduling. Price $2.00.

U.S. Options in Central America by Eduardo Ulibarri, Editor of the prestigious *La Nacion* of Costa Rica. Analyzes the current situation in seven Central American states. Discusses alternatives for U.S. policy makers in light of domestic unrest and outside intervention. (Out of print).

The Revolution on Balance by Hugh Thomas. Ten years after the publication of his monumental *Cuba. The Pursuit of Freedom*, Lord Thomas looks at the achievements and prospects of Fidel Castro's revolution. Price $2.00.

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Cuba and the Cubans (Cuba y los Cubanos) by Jeane J. Kirkpatrick. The views of the former U.S. Ambassador to the United Nations on both the Castro revolution and the Cuban-American community. Distributed free of charge.

Castro's Narcotics Trade, a compendium of articles on Fidel Castro's involvement with the smuggling of drugs into the United States and his connections with arms smuggling and terrorism in Latin America. Distributed free of charge.

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Cuba as a Model and a Challenge by Kenneth N. Skoug, Jr., Director, Office of Cuban Affairs, U.S. Department of State. A thoughtful analysis that looks beyond Castro's public pronouncements to the real nature and actions of his regime. Distributed free of charge.

Cuba's Financial Crisis. The Secret Report from the Cuban National Bank. This 84-page report, prepared in February 1985 for Cuba's Western creditors as part of its efforts to reschedule its foreign debt, describes the benefits of Cuba's trade with the Soviets, details the deterioration of the island's economy and requests trade and other concessions from the West. Dr. Jorge A Sanguinetty, formerly with the Cuban Central Planning Board, provides an analytical introduction. Price $3.00.

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The Foundation supports a general program to enlighten and clarify public opinion on problems of Cuban concern, to fight bigotry, protect human rights and promote cultural interests and creative achievement.

(AP/Wide World Photos)

Children of Mariel on arrival. "They had spent all their lives in a regimented, economically stagnant communist society."

Copies of this paper are available for $2.00
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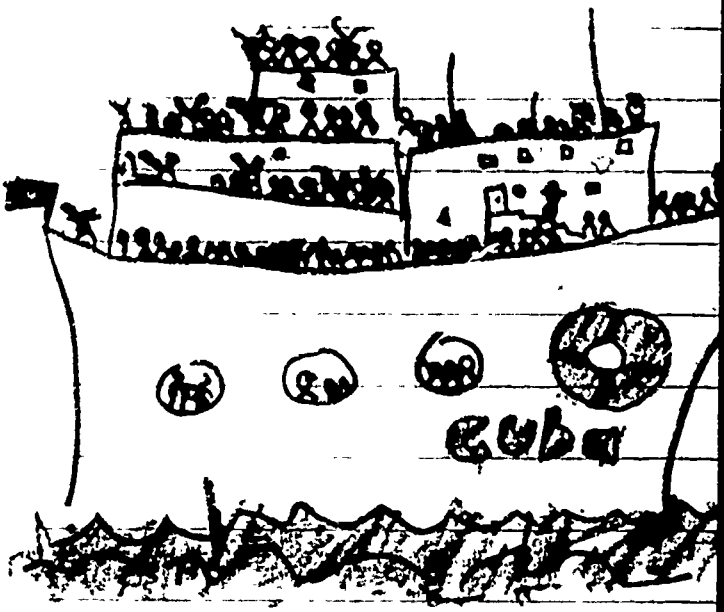
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