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ABSTRACT

This content analysis schedule for the Brentwood Bilingual Education Project of Brentwood, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a description of the project area, a statement of need, a list of objectives, and a report on the parental/community involvement.
(SK)

Eric Copy

Proj # 81
Brentwood, Calif.

PROJECT BEST
Bilingual Education Applied Research Unit
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695 Park Avenue
N.Y., N.Y. 10021

ED 072712

CHECK DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

DATA VERIFIED BY PROJECT

- Initial Proposal
- 2nd Year Continuation
- 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	Aug. 1970		
Pre-audit			
Interim audit	March, 1970		
Final audit	1970		

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Project Best
 Bilingual Education Applied Research Unit
 Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Bilingual education applied research unit
 project b.e.s.t.
 n.y.c. consortium on bilingual education

0.1 Project No. 81

Data VERIFIED by Project

CONTENT ANALYSIS SCHEDULE
 FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant E. Mackelduff - R. Ehrlich/mss Date 6-24-72

0.2 Name of Project Brentwood Bilingual Education Project

0.3 Address of Project Brentwood Union School District

0.4 929 Second St.
Brentwood, Calif. 94513

0.5 STATE

0.5 3

- | | | |
|---------------|------------------|--------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
 see 97 - 1969
 Project 07 - 1970
 No. 17 - 1971

1.1 97

2.0 FUNDING (mark all that apply)

2.1 1-Any FUNDING of BILINGUAL program, if Title VII continues or expands that program
 0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 n.a.

2.3 Prior bilingual program involved:
 1-early childhood (pre K + K)
 2-elementary students (grades 1-6)
 3-secondary students (grades 7-12)
 0-not specified

2.3 n.a.

2.4 Source of prior bilingual program funding:

2.4 n.a.

- | | |
|--------------|--------------------------|
| 1-local | 4-university |
| 2-state | 5-federal (specify)..... |
| 3-foundation | 6-other (specify)..... |

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
 0-no concurrent funding mentioned

2.5 0

0.3 Address of Project Brentwood Union School District

0.4 929 Second St.
Brentwood, Calif. 94513

.05 STATE

0.5 3

- | | | |
|---------------|------------------|--------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| 3-California | 13-Massachusetts | 23-Pennsylvania |
| 4-Colorado | 14-Michigan | 24-Rhode Island |
| 5-Connecticut | 15-Montana | 25-Texas |
| 6-Florida | 16-New Hampshire | 26-Utah |
| 7-Guam | 17-New Jersey | 27-Vermont |
| 8-Idaho | 18-New Mexico | 28-Washington |
| 9-Illinois | 19-New York | 29-Wisconsin |
| 10-Indiana | 20-Ohio | 30-Other (specify) |

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see 97 - 1965
Project 07 - 1970
No. 17 - 1971

1.1 97

2.0 FUNDING (mark all that apply)

2.1 1-Any P.IOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 n.a.

2.3 Prior bilingual program involved:

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n.a.

2.4 Source of prior bilingual program funding:

- 1-local 4-university
2-state 5-federal (specify) _____
3-foundation 6-other (specify) _____

2.4 n.a.

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned

2.5 0

2.6 Concurrent program cooperating with Title VII involves:

- 1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.6 n.a.

2.7 Source of concurrent funding, if cooperating with Title VII program:

- 1-local 4-federal (specify) _____
2-state 5-other (specify) _____
3-university 6-foundation support _____

2.7 n.a.

2.8 Total Title VII grant (first year only)

2.8 \$27,426

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

2.9 n.a.

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: _____

0-none

3.0 0

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:

- 1-one 4-four 0-not specified
- 2-two 5-five
- 3-three 6-other

4.1 1

4.2 Total number of students in program
See Xerox Copy 2a, b

4.2 A 28
 B 56
 C _____

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool	_____	7-grade 7	_____	A <u>56</u>
K-Kndgtn	_____	8-grade 8	_____	B _____
PSK	TOTAL NO. students PS and K	9-grade 9	_____	C _____
		B	TOTAL students gr. 7-9	

1-grade 1	_____	10-grade 10	_____
2-grade 2	_____	11-grade 11	_____
3-grade 3	_____	12-grade 12	_____
4-grade 4	_____	C	TOTAL students gr. 10-12
5-grade 5	_____		
6-grade 6	_____		
A <u>56</u>	TOTAL students gr. 1-6		<u>56</u>

4th + 5th combination 27
4th grade 29

4.4 1-All classes graded
 2-All classes ungraded
 3-Some classes ungraded

4.4 3

If ungraded, specify ages or grades grouped together: 4+5 grades

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
 (Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 5	II E-Dom - NEMT	NE dom: I N-EMT	5	17%
2. Total English Mother-Tongue...		II ₂ E-Dom - EMT 14	E dom NEMT	10	33%
			E-Dom EMT	14	50%
I Total Non-English Dominant: 5-17%	II Total English Dominant: 24-83%	Total E-Dom II= II ₁ + II ₂		24	83%

note: discrepancy between 2nd yr. total indicated by project (56) and this total (24)

grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes	4.3 PSK
PS-PreSchool	.....	7-grade 7	.....	A 56
K-Kndgtn	.....	8-grade 8	.....	B
PSK	TOTAL NC. students PS and K	9-grade 9	.....	C
		B	TOTAL students gr. 7-9	
1-grade 1	.....	10-grade 10	.....
2-grade 2	.....	11-grade 11	.....
3-grade 3	.....	12-grade 12	.....
4-grade 4	.....	C	TOTAL students gr. 10-12	
5-grade 5	.....		
6-grade 6	.....		
A	56			

4.4 1-All classes graded
 2-All classes ungraded
 3-Some classes ungraded
 If ungraded, specify ages or grades grouped together: 4+5 grades

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box) (Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 5	II E-Dom - NEMT 10	NE dom I N-EMT	5	17%
2. Total English Mother-Tongue		II ₂ E-Dom - EMT 14	E dom NEMT II ₁	10	33%
			E-Dom EMT II ₂	14	50%
	I Total Non-English Dominant: 5-17%	II Total English Dominant: 24-83%	Total E-Dom II = II ₁ + II ₂	24	83%

note: discrepancy between 2nd yr. total indicated by project (56) and this total given by project (29): infer only breakdown for first year given.

	Non-English Dominant	English Dominant
	N-E Dom N-EMT	E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1) a native E. speaking acculturated American who may or may not know a second lang. 2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

THE BRENTWOOD BI-LINGUAL EDUCATION PROJECT

Description of Project Area

The Brentwood Union School District serves children in a 60 square mile area of eastern Contra Costa County. This is an agricultural area with 1060 students attending two schools of the district: Brentwood Elementary, kindergarten through grade 4 and Edna Hill Elementary, grade 5 through 8.

The Brentwood Union School District has a high incidence of children from low-income families. More than 22% of the school population receives welfare assistance; this count does not include the 11% of the enrollment representing the children of migrant farm laborers' families. More than 40% of the student population is from Spanish surname families and, of this particular group, nearly half are from homes in which no English is spoken. The majority of children from these homes do not have a functional ability in the English language.

Statistical data for the past six years indicate that there has been a steady increase in the number of Spanish surname children enrolled in the school and a corresponding increase in the number of Spanish speaking children without a functional skill in the English language. The majority segment of this increased Spanish

surname population is contained in the families in their first or second year residence, having just dropped out of the agricultural, migrant farm labor stream.

Because of this continuing change in the character of the population of the region, there is a critical need to make adjustments in the educational program which will prepare the school system to meet the impact of this change. The details of this need for change are reflected in item II of this narrative.

5.2 Cultural or Ethnic identification of target students in program page 3
 by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1 .....	.....	.....
A2 Cherokee	A2 .....	.....	.....
A3 Other (specify)	A3 .....	.....	.....
A TOTAL No. of American Indian A	.....	.....	.....
Americans of other ethnic backgrounds:			
B1 Mexican-American	B1 <u>15</u>	<u>50</u>%	.....
B2 Puerto-Rican	B2 .....	.....	.....
B3 Cuban	B3 .....	.....	.....
B4 Other Spanish-American (specify)	B4 .....	.....	.....
B TOTAL No. of Spanish-speaking Americans	B .....	.....	.....
C Portuguese-American	C .....	.....	.....
D Franco-American	D .....	.....	.....
F Chinese-American	F .....	.....	.....
G Eskimo	G .....	.....	.....
H Russian	H .....	.....	.....
J Other	J .....	.....	.....
I TOTAL number of N-EMT target students	<u>15</u>	<u>50</u>%	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 <u>N.S.</u>	E1 <u>14</u>	<u>50</u>%	.....
E2	E2 .....	.....	.....
II TOTAL number of EMT students other than target population	<u>14</u>	<u>50</u>%	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	<u>Spanish</u>	<u>10</u>	<u>33%</u>
2-Spanish	.....	.....	.....

5.4 1

5.5 Students' Dominant Language and Extent of Bilingualism See Xenox Copy

B1 Mexican-American	B1	15	50%
B2 Puerto-Rican	B2		
B3 Cuban	B3		
B4 Other Spanish-American (specify)	B4		
B TOTAL No. of Spanish- speaking Americans	B		
C Portuguese-American	C		
D Franco-American	D		
F Chinese-American	F		
G Eskimo	G		
H Russian	H		
J Other	J		

I TOTAL number of N-EMT target students 15 50%

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 <u>N.S.</u>	E1	<u>14</u>	<u>50%</u>
E2	E2		

II TOTAL number of EMT students other than target population 14 50%

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

(specify)

5.4 1

Dominant language	Different Native Language	Number	Per Cent
1-English	<u>Spanish</u>	<u>10</u>	<u>33%</u>
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism *See Xenox Copy*
3a, b.

Dominant language of students in program	Number of Monolingual Students		Number of students Bilingual to any extent				
	Number	%	not spec.	No.	%	not spec. only listening comprehension	speaking ability
						No.	%
E <u>24</u> English American	<u>83</u>		<u>14</u>	<u>55</u>		<u>10</u>	<u>45%</u>
A1 Indian							
A2 Navajo							
A3 Cherokee							
A4 Keresan							
A4 Other (spec.)							
B <u>5</u> Spanish	<u>17</u>		<u>2</u>	<u>40</u>		<u>3</u>	<u>50%</u>
C Portuguese							
D French							
F Chinese							
G Eskimo							
H Russian							
J Other (spec.)							

Question 5.5

STUDENTS DOMINANT LANGUAGE
AND EXTENT OF BILINGUALISM

II. STATEMENT OF NEED

- A. The extent of the bi-lingual problem in the Brentwood Union School District may be specifically stated as:
1. Over 40% of the total resident enrollment is comprised of students having Spanish surnames.
 2. In addition to the 40% Spanish surname population, 11% of the total enrollment is composed of migrant students, all of whom are from Spanish language homes.
 3. Approximately 5% of the total enrollment has no English language facility whatsoever.
 4. Coupling resident with migrant non-English speaking students, there is an impact upon the school district of 16% of the student population with no English language facility.
- B. The following statistical data reflect the number of students from non-English speaking homes who are classified as being from low-income homes:
- 15% or 155-160 students are both non-English speaking and from low-income (under \$3,000 annual income) families.

- C. The Brentwood Union School District has two elementary schools: Brentwood Elementary (K-4) and Edna Hill (5-8). For purposes of this project, Brentwood Elementary has been designated as the target school. This school has a slightly higher concentration of non-English speaking students.

Target School:	Brentwood Elementary
Total Enrollment:	602
Resident Spanish Surname:	270
Migrant Students:	74
Total Non-English Speaking:	103

- 5.6 Recruitment of Students: 5.6 0
- 0 - not specified
 - 1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
 - 2 - Only N-EMT are required to take program; EMT's participation is voluntary
 - 3 - Both EMT and N-EMT participation is voluntary
 - 4 - Students selected according to some criteria of project (in addition to language)
- 5.7 Proportion of E... on pupils in project area: see Chart C 5.7 57%
n.s. - not specified on the chart

- 5.8 Community Characteristics (mark all that apply) 5.8 4
(% if more than one category, indicate percent for each)
- 1 - inner city-ghetto,barrio %
 - 2 - major city %
 - 3 - small city, town or suburb %
 - 4 - rural, farm %
 - 5 - other (specify) reservation %

- 5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 40%
(indicate specific percent of low SES)
B. Average family income, if mentioned 15%
n.s. - not specified under \$3,000
- 5.10 Socio-economic status of EMT participating students 5.10 ns
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT) 7%
00 - not specified
- 5.11 Proportion of migrant students in project 5.11 ns
(Indicate specific percent)
n.s. - not specified 110%

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey: 6.1 I 10%
I for N-EMT group II for EMT group II -----
- 1 was made
 - 2 will be made
 - 0 not mentioned

- 6.2 If a sociolinguistic survey was or will be made, 6.2 I D.A.
mark all groups included: II -----
- I N-EMT II EMT
 - 1 parents
 - 2 children
 - 3 teachers
 - 4 community
 - 5 others (specify)

- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers); 6.3 A D.A.
will be determined by the extent each language is used in different domains
through various means of communication.
e.g. specify extent descriptively: never, sometimes, always

- 5.8 Community Characteristics (mark all that apply)
 (% if more than one category, indicate percent for each)
- 1 - inner city-ghetto,barrio
 - 2 - major city
 - 3 - small city, town or suburb
 - 4 - rural, farm
 - 5 - other (specify) reservation

5.8 4

*

- 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES)
 B. Average family income, if mentioned
 n.s. - not specified
- 5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified
- 5.11 Proportion of migrant students in project (Indicate specific percent)
 n.s. - not specified

5.9 A. 40%

B. ns

15%
 under \$3,000

5.10 ns

7%

5.11 ns

11%

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey:
- | | | |
|-----------------|----------------------|---------------------|
| | I for
N-EMT group | II for
EMT group |
| 1 was made | ..... | ..... |
| 2 will be made | ..... | ..... |
| 0 not mentioned | ..... | ..... |

6.1 I 10%
 II

- 6.2 If a sociolinguistic survey was or will be made, mark all groups included:
- | | | |
|--------------------|---------|--------|
| | I N-EMT | II EMT |
| 1 parents | ..... | ..... |
| 2 children | ..... | ..... |
| 3 teachers | ..... | ..... |
| 4 community | ..... | ..... |
| 5 others (specify) | ..... | ..... |

6.2 I n.a.
 II

- 6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
 e.g. specify extent descriptively: never, sometimes, always

6.3 A n.a.
 B

USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home
2 Church
3 School
4 Work
5 Socializing
6 Neighborhood
7 film-TV-radio
8 magazines, news
9 Others (specify)

* Figures are for school district as a whole.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I ns
II

	I	II	
	N-ENT	ENT	
1-inferred by use of surname	-----	-----	
2-established by formal testing of students	-----	-----	
3-assessed by informal means (specify how)	-----	-----	
4-not mentioned how language dominance was determined	-----	-----	

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 n.a.
 An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
 1-yes
 0-no

Sociolinguistic survey includes items covering:

6.6 N-ENT parents' attitudes toward maintenance of child's N-ENT in particular domains of use or complete shift to English 6.6 n.a.
 1-yes
 0-no

6.7 ENT parents' attitudes toward their children's learning of the N-ENT language 6.7 n.a.
 1-yes
 0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a.
 1-yes
 0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-ENT maintenance determined? 6.9 ns.
 1-will not be assessed
 2-will be assessed, method not specified
 3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.a.
 0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. _____ Language dominance not specified (if any information is not

which serves as a single system of communication for a group of people).
 1-yes
 0-no

Sociolinguistic survey includes items covering:

- 6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 n.a.
 1-yes
 0-no
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 n.a.
 1-yes
 0-no
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 n.a.
 1-yes
 0-no
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 n.s.
 1-will not be assessed
 2-will be assessed, method not specified
 3-has been or will be assessed by method other than sociolinguistic survey (specify how) _____
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 n.a.
 0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

- 1. ___ Language dominance not specified
 - 2. ___ Mother tongue not specified
 - 3. ___ not specified whether monolingual or bilingual
- (if any information is not specified, cross out that heading and complete the rest of the chart)

		A-Monolingual	B-Bilingual			7.1	No.	%
I	H E Dom.	N= 0	N= 0	I	A	—	—	
	NEMT			I	B	—	—	
II	E Dom	N= 0	N= 0	II	A	—	—	
	EMT			II	B	—	—	
II ₁	E Dom	N= 0	N= 1 inf. <i>spanish surname</i>	II ₁	A	—	—	
	NEMT			II ₁	B	1	100	
A Total Number Monolingual		B Total Number Bilingual		A	—	—	—	
				B	1	100	100	
				N	1	—	—	
Total Number of Teachers								
N				1				

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. Language dominance not specified
2. Mother tongue not specified
3. Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT	0	0
II E Dom EMT	0	0
II ¹ E Dom N-EMT	0	1
A Total Number Monolingual	<u>0</u>	
B Total Number Bilingual		<u>1</u>
		N Total Number of aides or paraprofessionals <u>100</u>

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II ¹ A	—	—
II ¹ B	I	100%
1	A	
	B	100%
	N	

P18 P

7.3 Language(s) used by bilingual program teachers:
(Mark all that apply)

7.3 2
P18 Audit

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

P15 Audit

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

II E Dom EMT	0	0
II ₁ E Dom N-EMT	0	1
A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	1	100

I B
 II A
 II B
 II₁ A
 II₁ B
 1
 A
 B
 N
 I
 I
 I
 100%
 100%
 P18 P

7.3 Language(s) used by bilingual program teachers:
(Mark all that apply)

7.3 2
P18 Audit

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals:
(Mark all that apply)

7.4 2
P15 Audit

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one lang. teach in their native lang.:

- 1b-only if native language is also their dominant language
- 1c-even if native language is not their dominant language
- 1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
<u>M.A.</u>	<u>1</u>	<u>100</u>	<u>M.A.</u>	<u>1</u>	<u>100</u>	<u>M.A. -</u>	<u>Anglo</u>	<u>2</u>	<u>100</u>
---	---	---	---	---	---	<u>Same</u>	<u>Inferred from</u>	---	---
---	---	---	---	---	---	<u>person</u>	<u>surname</u>	---	---
---	---	---	---	---	---	<u>as teacher</u>	---	---	---
0-not specified	---	---	---	---	---	---	---	---	---

7.6 Selection of N-EMT teachers from local community
 0-not specified

7.6 No. page 7
 %
 ns

Number of N-EMT program teachers from local community _____
 and % _____ of total N-EMT teachers.

7.7 Number and Proportion of teachers and aides of same
 cultural background as N-EMT students:
 indicate specific percent on the blank, or

7.7 No. %
 A 1 100
 B 1 100

if specified descriptively,

- A = teachers 1-few
 B = aides 2-some
 3-many
 4-most
 5-more than half
 0-not specified

7.8 Teacher Qualifications - Training and experience prior to project
 (Indicate number of teachers with each qualification, 7.8 47, 17
 if given)

n.s.-qualifications not specified

0-previous courses not specified

1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like com-
petence
4. previous teaching in local area/live in the community related
Teaching
2 yrs. Exp.
5. courses in N-EMT language structure and usage/ linguistics or FL training
6. courses in N-E literature/ or literacy in Spanish
7. must be bilingual
8. any previous education through N-EMT/content of courses learned through N-EMT
9. courses in teaching ESL/audio lingual approach
10. courses in methods of teaching N-EMT language/language development
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL/or experience teaching ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT or travel
16. other qualifications, specify
17. 1: California credential required

8.0 STAFF DEVELOPMENT

D non-project staff
 8.1 A _____
 B _____

0-No staff training mentioned

- 8.1 The project is offering training for teachers and/or paraprofessionals in the following areas: Teachers professionals
 (mark all that apply)

- n.s.-Training indicated, but nature not specified
 1-English as their second language
 2-The teaching of English as a second language
 3-X as their second language
 4-The teaching of X as a second language

5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, 7.8 **47,17**
if given)

- n.s.-qualifications not specified
- 0-previous courses not specified
- 1..... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
- 2..... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
- 3..... previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
- 4. previous teaching in local area/live in the community **related Teaching Exp. competence**
- 5..... courses in N-EMT language structure and usage/ linguistics or FL training
- 6..... courses in N-E literature/ or literacy in Spanish
- 7. must be bilingual
- 8..... any previous education through N-EMT/content of courses learned through
- 9..... courses in teaching ESL/audio lingual approach **N-EMT**
- 10..... courses in methods of teaching N-EMT language/language development
- 11..... courses in methods of teaching content (e.g. math) in N-EMT
- 12..... certification in ESL/or experience teaching ESL
- 13..... certification in teaching N-EMT
- 14..... cross cultural courses
- 15..... courses in the cultural heritage, values, deep culture of N-EMT or
- 16..... other qualifications, specify **travel**
- 17. **California credential required**

D non-project staff

8.0 STAFF DEVELOPMENT

8.1 A _____
B _____

0-No staff training mentioned

8.1 The project is offering training for teachers and/or paraprofessionals in the following areas: Teachers professionals
(mark all that apply)

- n.s.-Training indicated, but nature not specified
- 1-English as their second language
- 2-The teaching of English as a second language
- 3-X as their second language
- 4-The teaching of X as a second language
- 5-Methods of teaching other academic subjects
- 6-Methods of teaching other academic subjects in X language

D-In-service program to orient non-project school staff to the goals of the project-D-6

8.2 Stated goals of teacher training are: 8.2 II _____ Students
I N-EMT II EMT

- 1-Understanding of socio-cultural values and practices on _____
- 2-Cross-cultural training _____
- 3-Sensitivity to ethnocentricism and linguistic snobbery _____
- 4-Awareness of the social-emotional development of _____
- 5-Strategies for accomodating the different learning styles of _____
- 6-Strategies for cognitive development of _____
- 7-Strategies for reinforcing the self-esteem of _____
- 8-Methods of cross-cultural teaching or teaching the bicultural component _____
- 9-Formulation of pupil performance objectives _____
- 10-Methods of evaluation of pupil performance objectives _____

List specific courses if given (or Xerox and attach)

D- Understanding the need for modifications of present educational programs and specific methodology,

8.2 Methods of Teacher Training: (Mark all that apply)

8.3 n.s.

- 1-courses
- 2-experiential, teaching supervised by master teacher
- 3-workshops where teachers offer suggestions to each other
- 4-use of video-tapes of teachers for feedback on how they are doing
- 5-cross-cultural sensitivity training, t-groups
- 6-interaction analysis (e.g. Flanders system)
- 7-other (specify)

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1=yes 0= not mentioned

8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0=not mentioned
How? (specify) _____

8.5 0

8.6 Paraprofessional's role:

8.6 n.s.

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component
how? _____
- 6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply)

8.7 A n.a.
B _____

- 0-not specified
- 1-University faculty
- 2-project's Master Teachers
- 3-project's teachers
- 4-other (specify)

A for teachers B for aides

training is for
non-project teacher

8.8 Number and Proportion of personnel giving teacher training who are:

8.8 ^{no.} 1 n.s.
[%] 2
3

- 1-bilingual
- 2-bicultural
- 3-N-EMT (specify background)

8.9 Training is provided:

8.9 n.s.

- 1-during a summer session
- 2-during the academic year
- 3-other (specify)

8.10 Extent of training:

8.10 n.a.

- A 1-approximately equivalent to a college course
- 2-more than one course
- 3-less than one course
- 4-other (specify)

B (indicate no. of hours)

- 5 _____ weekly
- 6 _____ monthly
- 7 _____ bi-monthly

B5 _____
6 _____
7 _____

8.11 Number and Proportion of teachers attending training:

8.11 ^{no.} 0 [%] 0%

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 n.s.
1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A n.a.
(mark all that apply) A for teachers B for aides B _____
0-not specified _____
1-University faculty _____
2-project's Master Teachers _____
3-project's teachers _____
4-other (specify) _____

training is for non-project teacher

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 no. %
1-bilingual 1 ns
2-bicultural 2 _____
3-N-EMT (specify background) 3 _____

8.9 Training is provided: 8.9 n.s.
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 n.a.
A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____
B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

8.11 Number and Proportion of teachers attending training: 8.11 no. %
or: if specified descriptively, indicate: 0 0%
0-not specified 6-most
1-100% 7-many
2-more than 75% 8-few
3-50-74% 9-other (specify) _____
4-25-50%
5-1-24%

no training for project teacher mentioned

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 b
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply)
- 0-not specified
 - 1-team teaching
 - 2-cluster teaching
 - 3-shared resource teacher
 - 4-other (specify) _____
- 10.2 Staff:
- 1-bilingual teacher
 - 2-ESL teacher
 - 3-bilingual coordinator
 - 4-aides or paraprofessionals
 - 5-consultant psychotherapist or guidance counselor
 - 6-other (specify)

10.1 1
 10.2 1, 4, 7

See Xerox 9 d

- 10.3 Average number of pupils per class:
 0-not specified
- 10.3 29

7-reading specialists

- 10.4 Average number of aides or paraprofessionals per class:
 0-not specified
- 10.4 1

- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class:
 0-not specified
- 10.5 1

- 10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
 - 2-in small groups
 - 0-not specified
- by:
- 3-teacher
 - 4-special remedial teacher
 - 5-paraprofessional
 - 6-parent tutor
 - 7-older student tutor
 - 8-peer tutor
 - 9-not specified
 - 10-no special help given
- 10.6 9-ns

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox Copy 9a,b,c

- 11.1 Duration of Bilingual Education (policy)
- | | | | |
|--|----------------|--------------|-----------------|
| | I | II | II ₁ |
| N-EMT language will be maintained in program:
(mark all that apply) | NE DOM
NEMT | E DOM
EMT | E DOM
NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | <u>ns</u> | <u>ns</u> | <u>ns</u> |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | ----- | ----- | ----- |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | ----- | ----- | ----- |

11.1 I ns
 II _____
 II₁ _____

- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?
- 11.2 0
- 0-not mentioned

Question 11.1 Instructional Component

III. OBJECTIVES

- A. For the purposes of this project, the Brentwood Elementary School will serve as the base for this program. In this school, a specially designed 3rd and 4th grade combination class will serve as the program focus. Therefore, the objectives noted below are specifically for application in this 3rd and 4th grade classroom.

[Program Objectives - Long Range]

1. To demonstrate the feasibility of a completely bi-lingual elementary school instructional organization as basic district policy.
2. To promote community bi-linguality in keeping with the current ethnic transition.
3. To increase the opportunities for full student participation and acceptance in each of the two dominant ethnic and language cultures of the community.

[Program Objectives - Immediate]

1. To increase the participation of both ethnic groups in joint school/community activities.
2. To sharply increase the awareness of all staff members to the emerging need for modifications in the instructional patterns in keeping with

Question 11.1 Instructional Component

III. OBJECTIVES

- A. For the purposes of this project, the Brentwood Elementary School will serve as the base for this program. In this school, a specially designed 3rd and 4th grade combination class will serve as the program focus. Therefore, the objectives noted below are specifically for application in this 3rd and 4th grade classroom.

[Program Objectives - Long Range]

1. To demonstrate the feasibility of a completely bi-lingual elementary school instructional organization as basic district policy.
2. To promote community bi-linguality in keeping with the current ethnic transition.
3. To increase the opportunities for full student participation and acceptance in each of the two dominant ethnic and language cultures of the community.

[Program Objectives - Immediate]

1. To increase the participation of both ethnic groups in joint school/community activities.
2. To sharply increase the awareness of all staff members to the emerging need for modifications in the instructional patterns in keeping with

Question 11.1

Objectives

the growing bi-cultural character of the community.

3. To reduce the negative effects of segregation by providing integrated ethnic and racial experiences for students, their parents, the school staff, and the community. p 70

[Instructional Objectives - Terminal Performance]

1. To promote among all target students a reasonable fluency in the English and Spanish language.
2. To create cultural and social understandings through daily playing, studying, and sharing of experiences.
3. To increase the academic competencies of migrant children in reading, mathematics, and language facility.

[Instructional Objectives - Interim Performance]

1. To demonstrate a continuous increase in oral, *aural* language proficiency in the two languages, i.e.,
 - a. to use complete sentences in conversations
 - b. to speak distinctly and clearly
2. To demonstrate an increasing ability to communicate ideas orally in the two languages, i.e.,
 - a. to give directions

- b. to answer questions
 - c. to ask questions
 - d. to create and express thoughts
3. To demonstrate an increasing ability to translate verbal instructions from one language (English or Spanish) into the other when presented in either oral or written form.

V. UTILIZATION OF RESEARCH AND EXISTING MATERIALS

A. Existing District Programs in Bi-Lingual Education

10.0
Staff patterns

1. An E.S.E.A. Title I migrant program administered through the Regional Office for Area III-D of the California Plan for Migrant Education.
2. Employment of 8 bi-lingual teachers' aides to assist regular classroom teachers and the reading specialists working with primary and intermediate students from non-English speaking homes and who are having difficulty with reading and other language arts studies.
3. Utilization of 30 bi-lingual high school students to spend one hour per week as tutors of Spanish speaking students in grades 1 to 4 in all curricular areas.
4. Utilization of three partially bi-lingual reading specialists at 30% of their time in order to assist in the reduction of the impact of non-English speaking students upon the school.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	(if no EIT) specified	1-3	4-6	7-9	10-12	13-college	14 Voc. training
I N-E Dom	00	0	not	grades			
II E-DA - EIT							
III E-DOM/NEIT							

code: 13=College or University (Other professional training) 11.4 I 0
 14=Federal, State, or Private Vocational Job training II 0
 III 0

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if	0 not	grades
II EIT	no EIT	specified	1 2 3 4 5 6 7 8 9 10 11 12
III N-EIT/E Dom			

11.5 I 5
 II 5 p3c

11.6 Learning in their native language for Non-English dominant students is projected through grade:

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 5

11.7 The amount of instructional time in and through their native language per day for N-EIT students who are N-E dominant is:

code: 0=not specified n=math s = science ss = social studies

11.7	11.8	11.9
Min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
11.7	11.8	11.9
Min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
Pre K		
1		
2		
3	ns	ns
4	ns	ns
5	ns	ns
6		
7		
8	Spanish and English are used	
9	throughout the day	
10		
11		
12		

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

11.10	11.11	11.12
Min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
11.10	11.11	11.12
Min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
Pre K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

11.5 Second language learning for English dominant students is projected through grade:

11.5 I₂ 5
II 5 p3c

code: 00 if 0 not grades
no EIT specified 1 2 3 4 5 6 7 8 9 10 11 12
II EIT
III N-EIT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 5

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language per day for N-EIT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.9 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT	
Pre K			Pre K	
1			1	
2			2	
3	ns	ns	3 ns	
4	ns	ns	4 ns	
5	ns	ns	5 ns	
6			6	
7			7	
8	Spanish and English are used			8
9	throughout the day			9
10			10	
11			11	
12			12	

11.10 The amount of instructional time in and through their native language for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

11.10 Min. per day of instruction through N-EIT	11.11 Total Min. per day of any instruction	11.12 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
Prek			Pre K
1			1
2			2
3	ns	ns	3 ns
4	ns	ns	4 ns
5	ns	ns	5 ns
6			6
7			7
8			8
9			9
10			10
11			11
12			12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

- 0-no English Mother tongue students
- 2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English M/T students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3	hs	hs	hs	3
4	↓	↓	↓	4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

0-not specified

- 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
- 2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
- 3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- 4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
- 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
- 6-constant switching from one language to another by teacher during lesson.
- 7-the teacher uses English and the paraprofessional then translates.

	min. per day of instruction through N-EIT	total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
PreK				Pre K
1				1
2				2
3	ns	ns	ns	3 ns
4	↓	↓	↓	↓
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 6

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.

8-other (summarize)

6-Spanish and English are used throughout the day.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(mark all that apply; some projects may use a combination of methods)

12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repetition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach. Acquiring an understanding of the structural patterns or grammatical rules of a language.

p19 p

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom	Eng dom	Eng dom	Eng dom
students		students	
A in dom	B in	A in dom	B in
lang	second	lang	second
	lang		lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

- 1-concurrently with dominant language listening-speaking skills
- 2-after a specified level of competency achieved in listening-speaking skills in dominant language
- 3-a specified period of time after listening-speaking skills in dominant language taught

13.1 IB 1 p10P
IIB 1

X X

13.2 ALM sequence followed:

- 1-Listening-speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening-speaking skills
- 3-Learning to read overlaps learning of listening-speaking skills
- 4-There is some overlap between

13.2 IA 1 p7P
IB 1
IIA 1
IIB 1

X X X X

to negative, declarative to interrogative, active to passive.

5-Grammar - Translation Method

Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence

(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified

(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1 p10P

1-concurrently with dominant language listening-speaking skills	<u>X</u>		<u>X</u>
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---		---
3-a specified period of time after listening-speaking skills in dominant language taught	---		---

13.2 ALM sequence followed:

13.2 IA 1
IB 1
IIA 1
IIB 1 p7P

1-Listening-speaking proficiency precedes introduction of reading	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
2-Reading is taught concurrently with listening-speaking skills	---	---	---	---
3-Learning to read overlaps learning of listening-speaking skills	---	---	---	---
4-There is some overlap between learning to read and to write	---	---	---	---

13.3 Listening-speaking proficiency determined by:

13.3 IA 1
IB 1
IIA 1
IIB 1

1-measure of listening-speaking proficiency	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
2-informal assessment by teacher	---	---	---	---

13.4 Second language reading skills are learned:

13.4 IB 2
IIB 2

1-concurrently with learning to read in dominant language	---		---
2-after a specified level of dominant language reading competence achievement	<u>X</u>		<u>X</u>
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)	---		---
4-before learning to read in dominant language	---		---

I		II	
Non Eng dom students		Eng dom students	
A	B	A	B
dom lang	second lang	dom lang	second lang

13.5 Reading is introduced:
 A-individually, when child is ready or at a specific time during grade: A
 1
 2
 3

13.5 IA	hs
IB	↓
IIA	↓
IIB	↓

13.6 Reading readiness is determined by:
 1-test of reading readiness
 2-informal teacher assessment

13.6 IA	hs
IB	↓
IIA	↓
IIB	↓

13.7 Grade level reading is expected:
 1-in first grade
 2-in second grade
 3-in third grade
 4-in fourth grade
 5-in fifth grade
 6-in sixth grade
 7-other (specify)

13.7 IA	hs
IB	↓
IIA	↓
IIB	↓

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
 1-in the first grade
 2-second grade
 3-third grade
 4-fourth grade
 5-fifth grade
 6-sixth grade
 7-other (specify)

13.8 IB	hs
IIB	ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I ns
 II _____

I = N-E dom students
 II = E dom students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

PIO
 Says Eng +
 SPAN used

13.6 Reading readiness is determined by:

- 1-test of reading readiness
- 2-informal teacher assessment

13.6 IA hs
 IB ↓
 IIA ↓
 IIB ↓

13.7 Grade level reading is expected:

- 1-in first grade
- 2-in second grade
- 3-in third grade
- 4-in fourth grade
- 5-in fifth grade
- 6-in sixth grade
- 7-other (specify)

13.7 IA hs
 IB ↓
 IIA ↓
 IIB ↓

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

- 1-in the first grade
- 2-second grade
- 3-third grade
- 4-fourth grade
- 5-fifth grade
- 6-sixth grade
- 7-other (specify)

13.8 IB hs
 IIB ns

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
 (mark all that apply)

14.0 I ns
 II

I = N-E II = E
 dom dom
 students students

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

5-Different academic content is taught in the second language from that which is taught in the native language.

0-not specified

6-other (specify)

P10
Says Eng &
SPAN used
throughout
the day

15.0 TREATMENT OF CHILD'S LANGUAGE:

I		II		15.0	IA	IB	IIA	IIB
Non Eng. dom. students		Eng. dom. students						
A -in dom. lang.	B 2nd lang.	A	B 2nd lang.					

1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.

3-Other (specify)

0-Not specified

---	---	---	---
---	---	---	---
---	---	---	---
---	---	---	---

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

See Xerox Copy 14a

1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)

16.1 IA 1 IB ns IIA 1 IIB 1

2-Basal readers

2 2 2

3-Dialect readers

— — —

4-Experience charts (stories dictated by children)

4 4 4

APP. A
P

16.2 If some reading material is in the child's dialect, indicate how long it is used:

- 1-Grade 1
- 2-Grade 2
- 3-Grade 3
- 4-Beyond Grade 3
- 0-not specified

16.2 IA na

IIA na

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

---	---
---	---
---	---
---	---



aiming toward child's eventual control of the standard form.

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)

16.1 IA 1 IB ns

III. 1 IIB 1

2-Basal readers

2

2 2

3-Dialect readers

—

—

4-Experience charts (stories
dictated by children)

4 ↓

4 4

See
Xerox
copy
14a

App.
A
P

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:

1-Grade 1

16.2 IA na

III. na

2-Grade 2

3-Grade 3

4-Beyond Grade 3

0-not specified

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified

1-pattern drills

2-dialog memorization

3-choral repetition

4-songs

5-programmed instruction, language master

6-stories read to children

AUDIO VISUAL AIDES

7-films, filmstrips

8-flannel or magnetic boards

9-realia, graphic displays

10-records, tapes

11-listening centers

12-multi-media approach

Experiential :

13-role playing

14-puppetry

15-experience charts

16-primary typewriter

17-learning through direct experience

with materials e.g. Montessori

18-activity centers-chosen by child

19-other (specify)

Learning outside the classroom:

20-field trips

21-suggested TV programs

22-other (specify)

Question 16.1

VII. FACILITIES, MATERIALS AND EQUIPMENT

A. Facilities

One regular, self-contained classroom of the Brentwood Elementary School. This project does not require the leasing of any special facilities.

B. Equipment and Materials

Instructional materials utilized in this project shall consist of specially selected texts written in Spanish, language charts, voice recordings, and related audio-visual materials. The precise selections of supporting materials will be determined by the bilingual teacher during the pre-operational period of the project at the time she is preparing the instructional package. The equipment used in this project shall consist primarily of the following:

Tape recorders

Language Master and cards

Listening posts

Film strip projectors

File Cabinet

The local educational agency shall provide all of the normal equipment and materials to this classroom.

16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)

16.4 1, 2, 7, 9

Appendix
A P

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EMT community
- 7-are culturally appropriate for N-E culture (specify how this is determined) - recordings of Mexican songs, books from Mexico
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:

16.5 1

- 0-not specified
- 1-xerox attached-page and document

see xerox
opposite page
15a, b, c.

Appendix A
proposal

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 ns

- 0-not specified
- Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no EMT students)

17.2 Students are grouped for language instruction: (mark all that apply)

17.2 ns

0-not specified

A-more than 1/2 the time

B Less than 1/2 the time

1-total class

2-small groups (specify size)

3-individual instruction

_____	_____
_____	_____
_____	_____

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Student's
II Eng dom
EMT

III Eng dom
NEMT

1-by age

2-by native language

3-by dominant language

_____	_____	_____
_____	_____	_____

- (specify how this is determined) - recordings of Mexican songs, books from Mexico
- 8-are cross cultural
 - 9-commercially prepared and published in the U.S.
 - 10-are translations of U.S. texts
 - 11-are coordinated with materials used in the regular subject curriculum
 - 12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1

- 0-not specified
- 1-xerox attached-page and document see xerox

Appendix A
proposal

17.0 STUDENT GROUPING

opposite page
15a, b, c.

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)

17.1 ns

- 0-not specified
- Pupils of both linguistic groups are:

- 1-always mixed for all learning
- 2-mixed for language learning
- 3-mixed for some academic subject learning
- 4-mixed for non-academic learning; art, music, gym, health
- 5-separated for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no E.T students)

17.2 Students are grouped for language instruction: (mark all that apply)

17.2 ns

A-more than $\frac{1}{2}$ the time B Less than $\frac{1}{2}$ the time

- 0-not specified
- 1-total class _____
- 2-small groups (specify size) _____
- 3-individual instruction _____

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom EIT	III Eng dom NEIT
1-by age	_____	_____	_____
2-by native language	_____	_____	_____
3-by dominant language	_____	_____	_____
4-by language proficiency (ex. level of reading skill)	_____	_____	_____
n.a. not applicable (no E.dom/NEIT)	_____	_____	_____

} ns

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

18.1 2, 3

- See Xerox 9d
- no-not mentioned
 - 0-type is not specified
 - 1-inter-ethnic (N-EIT student tutors EIT students)
 - 2-intra-ethnic (N-EIT student tutors N-EIT)
 - 3-done by older children (cross age)
 - 4-done by peers (same age)
 - 5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

18.2 0

- See xerox 15d
- 0-area not specified
 - 1-inter-ethnic (N-EIT aide tutors EIT student)
 - 2-in the acquisition of native language skills
 - 3-in the acquisition of second language skills
 - 4-in other academic subjects

MATERIALS

BOOKS (Books were available from the collections of some of the participating schools and on a contracted basis from the County Schools Libraries. Our purchases were intended to add new, high-interest, low-difficulty reading materials.)

Kinder Owls	\$ 34.95	Holt, Rinehart & Winston
Little Owl Books, K-2	49.95	
Young Owl Books, 2-4	59.95	
Wise Owl Books, 4-6	34.95	
Pre-Bound Library Books		Perc B. Sapsis, Inc. 1795 Del Monte Blvd. P.O. Box 737 Seaside, California
Paperbacks:		Scholastic Book Service: 5675 Sunol Blvd. Pleasanton, Calif. 94566
Complete Set of Picture Story Books	7.10	
Complete Set of Easiest-to-Read Title	11.30	
Complete Set of Favorites Old and New	12.15	
Classroom Library Sets, Gr.3-5		
Complete Set of Teen-Age Fiction	4.55	
Complete Set of Sports-Non- Fiction and How-to Titles	4.60	
Complete Set of Men and War Titles	5.95	
Complete Set of Guidance and Self- Help Titles	8.00	
Scholastic's Reluctant Reader Collection	21.20	
The First Talking Storybook Box, #2581-67 (21 storybooks and matching records)	57.00	Scott, Foresman & Co.
Invitations to Personal Reading		Scott, Foresman & Co.
Grade 1, #2875-65	44.76	
Grade 2, #2876-65	44.76	
Grade 3, #2877-65	44.76	
Grade 4 #2878-67	49.80	
Grade 5, #2879-67	52.80	
The Time Machine Series (Books, Recordings, Teacher's Manual)		Harr Wagner Pub. Co. 609 Mission Street San Francisco, Calif. 94105
Americans All Series		Harr Wagner Pub. Co.
The Wildlife Adventure Series		Harr Wagner Pub. Co.
The Deep Sea Adventure Series		Harr Wagner Pub. Co.
The Morgan Bay Mystery Series		Harr Wagner Pub. Co.

The Reading Motivated Series

Harr Wagner Pub. Co.

The Checkered-Flag Series

Harr Wagner Pub. Co.

Book Collections for Pre-School Children

Western Pub. Education Services
1220 Mound Avenue
Racine, Wisconsin 53404

I Want to be Books, 36 vol. set \$67.50
#1750 L

Children's Press, Inc.
1736 Franklin
Oakland, Calif. 94612

Remedial Reading Books 22.56
#9200 L, 12 vol. set.
Reading Level Gr. 3-8
Interest Level Gr. 3-Adult

Children's Press, Inc.

About Books, Supplemental 131.60
Books in Social Studies, 70 vol.
Reading Level Gr. 2-4
Interest Level Gr. K-6

Children's Press, Inc.

Harper & Row School Readiness 159.50
Treasure

Harper & Row Publishers
P.O. Box 370
Pleasanton, Calif.
94566

MATERIALS IN SPANISH

Laguna Language Series: Caperucita Roja
Filmstrip 7.50
Tape 10.00
Teacher's Manual .75

G-W School Supply Specialists

Laguna Language Series: Los Cuatro Cantantes de Guadalajara
Filmstrip 7.50
Tape 10.00
Teacher's Manual .75

G-W School Supply Specialists

Laguna Language Series: Los Tres Osos
Filmstrip 7.50
Tape 10.00
Teacher's Manual .75

G-W School Supply Specialists

Recordings:
7745 Cantos de Las Posadas 5.79
8727 Folk Songs of Mexico 5.79
7833 Ninos....Dejad Que Os Cuento 5.79
6913 Corridos 4.15
8870 Mariachi Aguilas De Chapala 5.79

Folkways-Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, N.J.
07632

Mexican Folk Dances 5.95

G-W School Supply Specialists

Pre-Primerio de Lectura
Primerio de Lectura
 Jones, E.
Mi Primer Libro de la Salud
 (Health)
 Lay-Cabrera, Lopez
Buenos Amigos
Buenos Amigos--Workbook
Elena y Dani
Elena y Dani--Workbook
 Munoz, Armando
Victoria-Primerio de Lectura

Suarez, Calixto
La Ciencia y Tu--Vol. I
La Ciencia y Tu--Vol. II
 Tejera, Gomez
Amigos de Aqui y de Alla
 (Reading, Basal)
Amigos de Aqui y de Alla--
Teachers Manual
 Tejera, and Others
Pueblo y Campo
 (Reading, Basal)
Pueblo y Campo--Teachers Manual

Primary-Intermediate Level
(Grades 1-4)

PITA, JESUS GONZALES, FOREIGN
LANGUAGE BOOKS

A. J. M.
Dias sin Colegio
 (Globo Azul)
La Familia
 (Globo Rojo)
 Bolinaga, Josefina
Solo para Ninas
 (Globo Azul)
 Colombini, Jolanda
Dos Monas y un Conejito
El Que la hace la Paga
El Gran Amigo
Masquerino, Perrito Feito
 Fortun, Elena
El Bazar de Todas las Cosas
 (Globo Azul)
 Gasset, Angeles
Titeres con Cabeza
 (Globo Azul)
 Gil, Bonifacio
Jugar y Cantar
 (Globo Azul)
 Landi, A. Jimenez
Las Cosas que Vemos
 (Globo Azul)

Historias con Animales
 (Globo Azul)
 Lindgren, Astrid
Nos Ninos en la Jungla
 Loigren, Ulf
Buenos Dias, Rey Caspio
 Miranda, Maria Rosa
El Libro del Principio y el Fin
 (Globo Azul)
 Soler, Carola
Juegos para Todos
 (Globo Azul)
El Libro de los Juegos
 (Globo Azul)
El Pajaro de Nieve
 (Globo Rojo)
El Pajaro Pito
 (Globo Rojo)
 Tejera, G., and Others
Sorpresas y Maravillas
 (Reading, Basal)
Sorpresas y Maravillas--
Teachers Manual

Question 18.2

- Bi-Lingual Aide:

The person selected for this position shall be from the resident Spanish speaking population and shall be fully conversant with both the spoken and written forms of the English and Spanish languages.

[Preference shall be given to applicants with prior experiences as teacher's aides at the designated grade levels.]

- Secretary-Bookkeeper:

This person shall meet minimum standards for employment as a secretary-bookkeeper in the Brentwood Union School District.

With specific reference to the above three positions, salaries will conform to the district pay scale for comparable positions and prior experience. The length of employment shall be 11 months for all project personnel.

18.3 Parent tutoring: (mark all that apply)

- no-not mentioned
- 0-type not specified
- 1-inter-ethnic parent tutoring is used
- 2-intra-ethnic parent tutoring is used

18.3 1
P 22 P

See Xerox
Copy 16a

Parents are trained to become tutors for their children:

- 3-in the home by a home-visiting teacher
- 4-in an adult education component
- 5-in school through observation and guidance of teacher
- 6-as parent volunteers who tutor during the school day
- 7-materials are provided for use in home by parents
- 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2

The stated curriculum pattern of the bilingual project:

- 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
 - 2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
 - 3-flexible or modular scheduling
 - 4-small group instruction
 - 5-individualized learning
 - 6-open classroom
 - 7-guided discovery and inquiry
 - 8-a curriculum which is both child and subject-centered
 - 9-others (specify)
 - 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

20.1 n.a

19.0 CURRICULUM PATTERNS

19.0 2

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 n.a

1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance, position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.

6-direct experience of math through discovery rather than instruction

7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)

0-method not mentioned

20.2 n.s.

1-specify or xerox p. no. and document

n.a.-no grade 4 or later grades

Question 18.3

B. Parental/Community Involvement

All parents will be expected to actively participate in the project. Their participation will take the form of:

1. Advisory committee meetings for planning and evaluating.
2. Aid in classroom activities, fiestas, parties, dance, and musical instruction.
3. Field trip planning and chaperoning.
4. Accepting in their homes their child's "buddy" and encouraging him to take part in their normal activities.
5. Helping to disseminate information about the program to other parents, church groups, business groups, civic groups, and social organizations.
6. Taking the responsibility to organize weekend or evening family activities with families of other children in the project, i.e., picnics, barbeques etc.
7. Bi-lingual and bi-cultural programs for the P.T.A. and/or community groups conducted by the target children.

An Advisory Committee will meet periodically to

1. Advisory committee meetings for planning and evaluating.
2. Aid in classroom activities, fiestas, parties, dance, and musical instruction.
3. Field trip planning and chaperoning.
4. Accepting in their homes their child's "buddy" and encouraging him to take part in their normal activities.
5. Helping to disseminate information about the program to other parents, church groups, business groups, civic groups, and social organizations.
6. Taking the responsibility to organize weekend or evening family activities with families of other children in the project, i.e., picnics, barbecues etc.
7. Bi-lingual and bi-cultural programs for the P.T.A. and/or community groups conducted by the target children.

An Advisory Committee will meet periodically to aid in program planning, implementation, evaluation, and information dissemination. The committee will consist of:

- 2 Parents of Mexican-American children
- 2 Parents of Anglo-American children
- 2 School District Personnel
- 1 Representative of Civic groups
- 1 Representative of Service organizations
- 1 Representative of County Social Service Department
- 1 Representative of the High School District
- 1 Advisor (Frances Lopez) from the Regional Migrant Education Office

21.0 SELF-ESTEEM21.0 hS

Stated methods of project component expected to increase self-esteem:
 no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to verbally express his feelings:

1-through role-playing

2-puppetry

3-language-experience approach: students dictate stories from their own experience

4-teacher accepts, acknowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

7-teacher provides experiences leading to competency and success

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-pupils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older pupils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0-none mentioned

- 4-teacher accepts, acknowledges and shares feelings
- 5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
- 6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
- 7-teacher provides experiences leading to competency and success
- 8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
- 9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

- 10-pupils act as tutors for other pupils
- 11-pupils have some options in choice of curriculum
- 12-pupils choose activities from a variety of interest centers
- 13-older pupils participate in curriculum planning and/or development
- 14-pupils write a bilingual newspaper for dissemination to the community
- 15-other (specify)

22.0 LEARNING STRATEGIES

22.0 0

- 1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
- 0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2, 4, 6

- 1-bilingual alone
- 2-bilingual and bicultural
- 3-bilingual and multicultural
- 0-not specified as to which of the above
- 4-an ethnic studies program is included in the bilingual program
- 5-art, posters, realia, crafts of both cultures are exhibited in the classroom
- 6-language and cultural content are integrated
- 7-other (specify).

23.2 Cross-cultural awareness:

If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox) found in document _____, page # _____
 0-not mentioned

23.2 0

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)

0-none mentioned

23.3 1

"Buddy system" - Each N-EMT child is paired with an EMT child. They will visit each other's home. Parent involvement with project will also be used to decrease ethnocentrism. p 9 P

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply)

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT

8-Other (specify)

23.4 2

23.5 American culture is defined:

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

23.5 hs

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 1

0-none mentioned

"Buddy system" - Each N-EMT child is paired with an EMT child. They will visit each other's home. Parent involvement with project will also be used to decrease ethnocentrism. p 9 P

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 2

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life.

4-Itemization of surface aspects of a country--geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEMT or EMT

8-Other (specify)

23.5 American culture is defined: 23.5 ns

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

0-group not specified

1-project children

2-adults of the project community

3-teachers

no-bilingual library not mentioned

24.1 1

Appendix A-P

24.2 An ethnic studies library is provided for:

0-group not specified

1-project children

2-adults of the project community

3-teachers

no-ethnic studies library not mentioned

24.2 no

- 24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)
- 0-method not specified
 - no-no provision for informing community
 - 1-bilingual newsletter
 - 2-monolingual newsletter
 - 3-news sent to mass media.
 - 4-if articles included with project, check 4
 - 5-bilingual fliers sent home
 - 6-formal meetings
 - 7-informal meetings open to entire community
 - 8-meetings conducted in both languages
 - 9-home visits
 - 10-other (specify)
 - 11-project director personally involved in program dissemination. specify how

24.3 6,9

- 24.4 Community involvement in the formulation of school policies and programs is sought through:
- 0-type not specified
 - no-not sought
 - 1-existing community groups working with program
 - 2-bilingual questionnaires
 - 3-community-school staff committees
 - 4-community advisory groups
 - 5-formal meetings open to the entire community
 - 6-informal meetings with community groups
 - 7-other (specify)
 - 8-project director personally seeks involvement of community in program. specify how

24.4 3,4

- 24.5 The school keeps informed about community interests, events and problems through:
- no-no mention of school seeking to be informed about community
 - 1-meetings open to the entire community conducted in both languages
 - 2-community representatives to the school
 - 3-bilingual questionnaire sent to the home
 - 4-home visits by school personnel
 - 5-other (specify)
 - 0-method not specified

24.5 N.S.

- 24.6 The school is open to the community through:
- 0-not mentioned
 - no-school is not open to community for community use

24.6 no

- 7-informal meetings open to entire community
- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify)
- 11-project director personally involved in program dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through:

24.4 3,4

- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees
- 4-community advisory groups
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through:

24.5 N.S.

- no-no mention of school seeking to be informed about community
- 1-meetings open to the entire community conducted in both languages
- 2-community representatives to the school
- 3-bilingual questionnaire sent to the home
- 4-home visits by school personnel
- 5-other (specify)
- 0-method not specified

24.6 The school is open to the community through:

24.6 no

- 0-not mentioned
- no-school is not open to community for community use
- 1-opening school facilities to the community at large for use after school hours and on weekends
- 2-providing adult education courses
- 3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

25.1 1,6,7

- 1-newspaper articles
- 2-radio programs
- 3-TV programs
- 4-video-tapes
- 5-films
- 6-visitors to observe the program

7-year end report to California Board of Ed.

25.2 Project's impact:

25.2 0

- 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
- 2-Project mentions other schools in the local educational system have started bilingual programs
- 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:

26.1 4, 3

See
Xerox
Copy
20 min
c, d, e.

- 0-not mentioned
- 1-published measures
- 2-staff developed measures
- 3-staff translations of published measures
- 4-staff adaptations of published measures

page

26.2 Evaluator has personally observed students in the program:

26.2 5

- 0-not mentioned
- no-never
- 1-once or twice during the year
- 2-more than twice
- 3-regularly
- 4-other (specify)

5- has observed students; frequency not specified

26.3 Evaluator has met with teachers:

26.3 5

- 0-not mentioned
- no-never
- 1-once or twice during year
- 2-more than twice
- 3-regularly
- 4-other (specify)

5- has met with teachers; frequency not specified

27.0 EVALUATION PROCEDURE

27.1 0-not specified
1-A comparison group has been chosen
2-A comparison group will be chosen

27.1 1

27.2 0-not specified (mark all that apply)
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

27.2 1, 3, 5, 7

Questions 26.1

EVALUATION DESIGN

(Education/Research, Inc. - Berkeley, California)

Evaluation Objectives

1. To do an interim analysis of the on-going program in order to provide the project staff with data allowing them to change or improve aspects of the program as necessary and to provide material for in-service training.
2. To provide a complete and definitive analysis and evaluation of how well the project's objectives, as previously defined, have been met.
3. To prepare a final report which can serve as a tool for future planning.

Evaluation Methodology

1. Since the project objectives are both academic and social, a multi-dimensional evaluation design will be used. This will include standardized and local tests (intelligence, achievement, attitudinal); analysis of anecdotal records; interviews

- by evaluators with project personnel; questionnaires; reporting forms; minutes of meetings; and observations of academic and social activities.
2. As far as possible a comparison group will be established in order to help define more clearly the impact of this program on the project group.
 3. The final report will reflect this multi-dimensional approach utilizing inferential statistics, empirical data and other more standard evaluative techniques.

Specific Evaluation Instruments and Activities

① Testing

- (a) Pre-testing - Target and comparison group - September.

*Standardized and/or local tests
(English and Spanish) Intelligence,
Achievement, Attitude Tests.

- *1. Both English and Spanish tests will be given to those students who are capable of handling them. Otherwise students will be tested in their native language.

*2. As much as possible, tests in Spanish with established norms in that language will be used. When this is not possible, English language tests will be translated into Spanish.

(b) Interim Testing - Target and comparison group - February

(Same tests as (a))

(c) Post-testing - Target and comparison group - May

(Same tests as (a))

(d) Several sociograms will be given to both groups during the year to determine the social climate within the classrooms.

(e) Tapes - language facility will be tested by oral tapes made of both project and comparison groups in September and May.

2. Research Instruments

(a) Student control cards (designed by evaluation team) will be prepared for each student in project and comparison groups.

- 4
- (b) Reporting forms (designed by evaluation team) will be completed by project staff each month to gather data on activities, materials used, etc.
 - (c) Questionnaire (designed by evaluation team) will be completed in February and May by project group teacher and teacher aide and comparison group teacher. This questionnaire will be used to evaluate effectiveness of the program e.g., administration, "buddy" system interaction, teaching techniques, materials, etc.
 - (d) Questionnaire (designed by evaluation team) will be completed in May by non-project teachers to determine effectiveness of in-service training.
 - (e) Questionnaire and/or interviews by evaluation team will be used with parents of children in the project group to determine their reaction to the buddy system and other aspects of the program.
 - (f) Reporting form (designed by evaluation

5

team) based upon observation will be used by teachers to determine extent of interaction within the project group and between the project group and other children in normal school activities.

3. Interviews by evaluation team (September, November, February, May) will be conducted with project staff, comparison group teacher and other personnel. (students may also be interviewed)
4. General
 - (a) Observations by the evaluation team will be made of classwork in the classroom.
 - (b) Minutes of Advisory Committee Meetings will be analyzed.
5. A final written report of these analyses will be submitted to the school district.