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ABSTRACT

This content analysis schedule for the Compton Elementary Bilingual Education Plan of Compton, 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. Inserts include information on time distribution, classroom environment, sequence for dominant and second language skills, and children's books in Spanish.

(SK)

ERIC

PROJECT BEST

Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY

COMPTON, CALIFORNIA
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			
Pre-audit			
Interim audit			
Final audit			

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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. 229

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

data verified by project

Research Assistant R. Hess - M. Shore Date 6/72

0.2 Name of Project Compton Elementary Bilingual Education Plan

0.3 Address of Project Compton Unified School District

0.4 604 S. Tamarind St.
Compton, Calif. 90220

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 PRIOR 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 0

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 0

2.4 Source of prior bilingual program funding:

2.4 0

- | | |
|--------------|---------------------------|
| 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 1

2.6 Concurrent program cooperating with Title VII involves:

2.6 1, 2

0.4 604 S. Tamarind St.
Compton, Calif. 90220

.05 STATE

0.5 3

- | | | |
|---------------------|------------------|--------------------|
| 1-Alaska | 11-Louisiana | 21-Oklahoma |
| 2-Arizona | 12-Maine | 22-Oregon |
| <u>3-California</u> | 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 PRIOR 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 0

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 0

2.4 Source of prior bilingual program funding:

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

2.4 0

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

2.5 1

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 1, 2

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

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

2.7 1, 4

2.8 Total Title VII grant (first year only)

2.8 \$ 76,500

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

2.9 15,000

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: Compton College C p. 32

0-none

3.0 1



C = Continuation document

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 A. First year
 B. Second year
 C. Third year

4.2 A 166
 B 191
 C 220

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
PS-PreSchool	
<u>K</u> -Kindgtn	<u>2</u>
PSK	<u>56</u>

TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	
TOTAL students gr. 7-9	

4.3 PSK 56
 A 135
 B
 C

<u>1</u> -grade 1	<u>2</u>
<u>2</u> -grade 2	<u>2</u>
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A	<u>35</u>

TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	
C	
TOTAL students gr. 10-12	

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

4.4 1

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 <u>153</u>	II E-Dom - NEMT <u>38</u>	NE dom I N-EMT	<u>153</u>	<u>80</u>
2. Total English Mother-Tongue		II ₂ E-Dom - EMT <u>0</u>	E dom NEMT II ₁	<u>38</u>	<u>20</u>
			E-Dom EMT II ₂	<u>0</u>	<u>0</u>
				<u>38</u>	<u>20</u>

C = Continuation document

I Total Non-English Dominant: 153 II Total English Dominant: 38 Total E-Dom II = II₁ + II₂ 38 20

ERIC The November 1968 District Survey of ESL needs noted that needs were classified at 3 levels: Children totally Spanish -

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 135
K-Kindgtn	2	8-grade	8	B
PSK 56	TOTAL NO. students PS and K	9-grade	9	C
		B	TOTAL students gr. 7-9	

1-grade	2	10-grade	10
2-grade	2	11-grade	11
3-grade		12-grade	12
4-grade		C	TOTAL students gr. 10-12
5-grade			
6-grade			
A 135	TOTAL students gr. 1-6		

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

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	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 153	II E-Dom - NEMT 38	153	80
2. Total English Mother-Tongue		II ₂ E-Dom - EMT 0	38	20
		E-Dom II ₂ EMT 0	0	0
	I Total Non-English Dominant: 153	II Total English Dominant: 38	Total E-Dom II = II ₁ + II ₂	38 20

C = Continuation document

Cp71 Pp6 The November 1968 District Survey of ESL needs noted that needs were classified at 3 levels: children totally Spanish-speaking; children speaking English with great difficulty, and those with a limited disadvantage in English. (No. or % not given)

KEY:	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.
English Mother Tongue	N-E Dom - EMT Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	E-Dom - EMT 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

5.2 Cultural or Ethnic identification of target students in program 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 153	80%	Cp 22 : "Program for Spanish-speaking and American children of Mexican or Latin American heritage."
B2 Puerto-Rican	B2%	
B3 Cuban	B3%	
B4 Other Spanish-American (specify) n.s.	B4 38	20%	
B TOTAL No. of Spanish-speaking Americans	B 191	100%	
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	191	100%	

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

E1	Black	E1 n.s.%
E2		E2%
II TOTAL number of EMT students other than target population	ns	%

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

Dominant language	Different Native Language	Number	Per Cent
1-English	Spanish	38	20
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program	Number of Monolingual Students	Number of students Bilingual to any extent
Number	not spec.	only listening comprehension
%	No.	speaking ability
	%	No. %

E 38 English 20 ✓

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

B1	153	80
B2		
B3		
B4	38	20
B	191	100
C		
D		
F		
G		
H		
J		

Op 22 :
 "Program for Spanish-speaking and American children of Mexican or Latin American heritage."

I TOTAL number of N-EMT target students 191 100%

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

E1	<u>Black</u>	E1	<u>ns</u>	%
E2		E2		%

II TOTAL number of EMT students other than target population ns %

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>38</u>	<u>20</u>
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

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.		%	No.	%	%
E <u>38</u> English	<u>20</u>		✓			✓		
A American Indian								
A1 Navajo								
A2 Cherokee								
A3 Keresan								
A4 Other (spec.)								
B <u>153</u> Spanish	<u>80</u>		✓			✓		
C Portuguese								
D French								
F Chinese								
G Eskimo								
H Russian								
J Other (spec.)								

p. 3 a

Long-Range Program Goals

A bilingual youngster, fluent in Spanish and English achieving at his "potential" and proud of his Latin heritage within the American society.

5.2

1. To produce a primary ed for Spanish-speaking and American children of Mexican or Latin American heritage entering the Compton Unified School District.
2. To produce a high degree of teacher competency in:
 - a. Learning the nature of bilingual schooling and to communicate what has been learned.
 - b. Developing the skills of experimenting, measuring and evaluating.
 - c. Carrying out creativeness, imagination and resourcefulness.
 - d. Teaching cultural sensitivity in a bilingual-bicultural classroom.
3. To produce a bilingual youngster, skilled in using Spanish and English, achieving at his "potential" and proud of his Latin heritage within the American anglo-culture.
4. To introduce the children first to the dimensions of their own culture moving forward toward the understanding of the dominant anglo-culture.
5. To have the child achieve, from the perspective of another culture, a deeper understanding of oneself, one's nation and history.
6. To produce, through the medium of English as a second language, a rich, intercultural, child-centered classroom environment.
7. To produce state adopted textbooks and curriculum guides which show the contribution of Americans of Mexican and Latin American heritage to the overall cultural heritage of the United States.

Immediate Goals:

To expand vertically from the established first year bilingual kindergarten and first grade, a second grade bilingual program within the nature of bilingual schooling - with provisions for auxiliary services to assure success.

Activities:

1. To produce within five years Spanish-dominant children in and through Spanish, working with the regular academic content as determined - appropriate to their grade and maturity level by curriculum specialists.

5.6 3

5.6 Recruitment of Students:

- 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-Don pupils in project area: see Chart C
n.s. - not specified on the chart.

5.7 20-32%

5.8 Community Characteristics (mark all that apply)
(% if more than one category, indicate percent for each)

5.8 3, 1

- 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
(indicate specific percent of low SES)

5.9 A. 100%

B. Average family income, if mentioned
n.s. - not specified

B \$ 3,200

5.10 Socio-economic status of EMT participating students
(indicate specific percent of low SES on the blank)

5.10 100%

n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project
(Indicate specific percent)

5.11 0

n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	_____	_____
2 will be made	_____	_____
0 not mentioned	_____	_____

6.2 If a sociolinguistic survey was or will be made,
mark all groups included:

6.2 I 0
II 6

	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)
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 _____
C _____



- 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 3,1

- 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 *

5.9 A. 100%
 B. \$ 3,200

- 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

5.10 100%

- 5.11 Proportion of migrant students in project
 (Indicate specific percent)
 n.s. - not specified

5.11 0

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 0
 II 0

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

6.2 I 0
 II 6

- 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
 C

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home	AB	always	AB	A				
2 Church	AB	always	AB	AB				
3 School	ABC	equally	ABC	ABC	ABC	ABC	ABC	ABC
4 Work	AC	some	AC	some				
5 Socializing	ABC	always	→					
6 Neighborhood	ABC	always	→					
7 film-TV-radio	ABC	always	→					
8 Magazines, news	A	A	A	always				
9 Others (specify)								

equally
equally

Bilingual both languages

* Project added this information. Not specified how this data was collected. From Project verification.

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 2, 3 Add.#1
II _____ p1

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

oral Spanish test

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-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 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 na
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

(if any information is not specified, cross out that



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
1-yes
0-no 6.6 n.a.
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no 6.7 n.a.
- 6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no 6.8 n.a.
- 6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
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) _____ 6.9 n.s.
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned 6.10 na

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
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
III E Dom NEMT	N=	N=

7.1		No.	%
I	A	0	0
I	B	3	100
II	A		
II	B		
III ₁	A		
III ₁	B		
A		0	0
B		3	100
N		3	

A Total Number Monolingual 0
B Total Number Bilingual 3

Total Number of Teachers

N 3

Add. #1 p.16

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	7.2	No.	%
I N-E Dom			I A	---	---
N-EMT			I B	---	---
II E Dom			II A	---	---
EMT			II B	---	---
III E Dom			III A	---	---
1 N-EMT			III B	---	---
			1	A	0
				B	7
				N	7
A Total Number Monolingual	0				
B Total Number Bilingual		7			
N Total Number of aides or paraprofessionals					7

cpb

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

7.3 2

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)

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

II E Dom
1 N-EMT

II A		
II B		
II A		
II B		
1	A 0	0
	B 7	100
	N 7	

A Total Number Monolingual 0

B Total Number Bilingual 7

N Total Number of aides or paraprofessionals 7

Cpb

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

7.3 2

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)

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.	%
Hispanic	3	100	Hispanic	7	100	hs	hs		
0-not specified									

7.6 Selection of N-EMT teachers from local community

0-not specified

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

7.6 page 7
No. 25 %

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. 5 % ns
B

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

no.'s 3

if given) 10, 5, 8, 14, 69, 15

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. 3 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) competence
4. 3 previous teaching in local area/live in the community
5. 3 courses in N-EMT language structure and usage/ linguistics or FL training
6. 3 courses in N-E literature/ or literacy in Spanish
7. 3 must be bilingual
8. 2 any previous education through N-EMT/content of courses learned through N-EMT
9. 3 courses in teaching ESL/audio lingual approach
10. 3 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. 3 cross cultural courses
15. 3 courses in the cultural heritage, values, deep culture of N-EMT or travel
16. other qualifications, specify

Add #1
p14

Personnel with special language qualifications and appropriate experiences or training have been screened to provide project staff.

8.0 STAFF DEVELOPMENT

8.1 A 2, 4, 5, 6
B 2, 4, 5, 6

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 | ✓ | ✓ |

- 3-many
- 4-most
- 5-more than half
- 0-not specified

7.8 Teacher Qualifications - Training and experience prior to project. no.'s
 (Indicate number of teachers with each qualification, if given) 7, 8, 2, 4, 7, 3

n.s.-qualifications not specified

0-previous courses not specified

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

Pp23

Add #1
7/14

Personnel with special language qualifications and appropriate experiences or training have been screened to provide project staff.

8.0 STAFF DEVELOPMENT

8.1 A 2, 4, 5, 6
B 2, 4, 5, 6

0-No staff training mentioned

8.1 The project is offering training for teachers A. For B. For Para- 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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3-X as their second language | _____ | _____ |
| 4-The teaching of X as a second language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5-Methods of teaching other academic subjects | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6-Methods of teaching other academic subjects in X language | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

8.2 Stated goals of teacher training are: I 10, 18 II 10, 18 Students I N-EMT II EMT

- 1-Understanding of socio-cultural values and practices of _____
- 2-Cross-cultural training _____
- 3-Sensitivity to ethnocentrism 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)

18 The teacher will develop professional growth in teaching in the bilingual program.

cp35

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

8.3 1,3,5

- 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)

*Certified in-service
Cp 37 p 12*

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

8.4 1

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

8.5 1

How? (specify) RECEIVE training at Compton Community College

8.6 Paraprofessional's role:

COP program 8.6 6,9

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bi-cultural component how?

6-liaison with parents

9-Works directly under teacher to carry out instructional tasks.

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

8.7 A 1,8
B 1,8

0-not specified

1-University faculty

A for teachers B for aides

2-project's Master Teachers

3-project's teachers

4-other (specify)

8 - Project COORDINATOR

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

8.8

no.	%
1 <u>2</u>	<u>120</u>
2 <u>2</u>	<u>100</u>
3 <u>NS</u>	<u>---</u>

1-bilingual

2-bicultural

3-N-EMT (specify background)

8.9 Training is provided:

8.9 2

1-during a summer session

②-during the academic year

3-other (specify)

8.10 Extent of training:

8.10 A 1

A ① approximately equivalent to a college course

B (indicate no. of hours)

5 ✓ weekly

6 _____ monthly

7 _____ bi-monthly

2-more than one course

3-less than one course

4-other (specify)

8.11 Number and Proportion of teachers attending training:

8.11

no.	%
<u>1</u>	<u>100</u>

or: if specified descriptively, indicate:

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1=yes 0-not mentioned
How? (specify) Receive training at Compton Community College

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

COP program ^{8.6} 6/9

9-Works directly under teacher to carry out instructional tasks.

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

8.7 A 1/8
B 1/8

cp 38

8 - Project COORDINATOR X X

8.8 Number and Proportion of personnel giving teacher training who are:
1-bilingual
2-bicultural
3-N-EMT (specify background)

8.8 no. %
1 2 100
2 2 100
3 NS _____

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

8.9 2

8.10 Extent of training:
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

8.10 A 1
B5 2
6 _____
7 _____

8.11 Number and Proportion of teachers attending training:
or: if specified descriptively, indicate:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify) _____

8.11 no. %
1 100

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply)
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) _____

9.1 4

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) 8-community Aide
- 10.3 Average number of pupils per class: 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 0-not specified
- 10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per class: 0-not specified
- 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

10.1 1

10.2 1, 3, 4, 8

10.3 28

10.4 2

10.5 2

10.6 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

- 11.1 Duration of Bilingual Education (policy)
- | | I | II | II ₁ |
|--|-------------------------------------|-------|-----------------|
| N-EMT language will be maintained in program: (mark all that apply) | IE DOM | E DOM | E DOM |
| | NEMT | EMT | NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | <input checked="" type="checkbox"/> | | |
| 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 | | | |

p2,3
Add.#1

11.1 I 1
II ns
II₁ ns

- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

11.2 5

(at least; K-5)

- 0-not mentioned
- if for a particular number of years:
- 1 2 3 4 5 6 7 8 9 10 11 12 13
- infer

(A) (if specified in terms of a condition, please state it



10.4 Average number of aides or paraprofessionals per class: 10.4 2
 0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: 10.5 2
 0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II₁
N-EMT language will be maintained in program: NE DOM E DOM E DOM
 (mark all that apply) NEMT EMT NEMT
 0-not specified how long
 1-as the alternative language of learning
 for as long as desired
 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

p2,3
 Add.#1

11.1 I 1
 II ns
 II₁ ns

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 5

(at least; K-5)

0-not mentioned
 if for a particular number of years:
 1 2 3 4 5 6 7 8 9 10 11 12 13
 infer

(A) (if specified in terms of a condition, please state it -
 "e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

* 1 = "The product of the 3rd grade level would be
 2 = a truly bilingual child, literate in English
 and Spanish at age 9". Adden.# 1p.3

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
 code: C= N.A. (if no EMT) II 14
 III 14
 for each group N.A. Pre-K 14 1 2 3 4 5 6 7 8 9 10 11 12
 I N-E DOM
 II EDOM
 III E DOM/NEMT

* 3rd, 4th, and 5th grade would give equal time to the use of Spanish and English in all content areas. p3 Add.#1

9a

11.7 - 11.17

Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

<u>Level</u>	<u>Language</u>	<u>Percent of time</u>
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

83A

Procedures for teaching are as follows in the experimental bilingual treatment:

11.7
Time
Schedules
for each
language

1. In the kindergarten treatment 80% of the time is in the native language. A bilingual instructional aide works directly under the supervision of the teacher to carry out her instructional tasks. 20% of the time is directed to English using specialized ESL techniques - 3. Groups.

The experimental bilingual first grade currently involves teaching the student participant 70% of the time in the native language and 30% in English. A Bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. Again, English language development is taught through specialized ESL instruction - 3 groups. However,

time distribution of English and Spanish is suggested:

<u>Level</u>	<u>Language</u>	<u>Percent of time</u>
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percents are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

83A

Procedures for teaching are as follows in the experimental bilingual treatment:

1. In the kindergarten treatment 80% of the time is in the native language. A bilingual instructional aide works directly under the supervision of the teacher to carry out her instructional tasks. 20% of the time is directed to English using specialized ESL techniques - 3. Groups.

11.7
Time
Schedules
for each
language

The experimental bilingual first grade currently involves teaching the student participant 70% of the time in the native language and 30% in English. A Bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. Again, English language development is taught through specialized ESL instruction - 3 groups. However, certain content area such as arithmetic or some areas of the social studies are presented in English.

p. 2

The experimental second grade involves teaching the student participant 60% of the time in the dominant native language. A bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. 40% of the classroom time is devoted to English language usage and development including a specialized grouped ESL instructional period.

Selected 2nd grade content area such as the social studies, arithmetic and science are presented in two languages.

The projected Long-Range Time Distribution Pattern would be as follows:

Third Grade, Fourth Grade and Fifth Grade would give equal time to the use of Spanish and English in all content areas. The product at the third grade level would be a truly bilingual child literate in English and Spanish at age 9.

Curricular materials at current and proposed grade levels would be the following:

1. Basal English language - Equivalent in Spanish. Spanish language series selected from researching successful teaching techniques at the appropriate grade level which constitute the best and most representative of modern pedagogic methodology.

2. Linguistic Readers in English.

3. Programed materials in Spanish and English at appropriate grade level.

A example Phono-viewer programs - ESL and Spanish as a 2nd language.

4. Mathematics - Equivalent grade level books in English and Spanish.

5. Science - Equivalent grade level books in English and Spanish.

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

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

code: 13=College or University (Other professional training) 11.4 I 4-6
 14=Federal, State, or Private Vocational Job training II 4-6
 III 4-6

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

code: 00 if 0 not grades 11.5 I 5
 no EMT specified 1 2 3 4 5 6 7 8 9 10 11 12 II 5
 II EMT
 III N-EMT/E Dom

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

code: 0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12 11.6 6

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

code: 0=not specified m=math s = science ss = social studies see xerox 9a

11.7 Min. per day of instruction through N-EMT	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-EMT
Pre K			Pre K
1			80%
2	110	m, s, ss (in both)	70-80%
3	220	all	50
4		all	50
5		all	50
6			
7			
8			
9			
10			
11			
12			

Contin. p83A

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

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students 90 min.

11.10 11.11 11.12
 Min. per day of instruction through N-EMT Total Min. per day of any instruction Subjects taught in native lang. % of time per day of instruction through N-EMT

11.10	11.11	11.12
Pre K		Pre K
1	110	220
2		A, Lang Arts
3		50%

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

11.5 I₂ 5
II 5

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

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

11.6 6

0-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 E-E dominant is:

code: 0-not specified m=math s = science ss = social studies see xerox 9a

11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K			Pre K
1			
2	110	m, s, ss (in both)	70-80% 60-70%
3		all	50
4		all	50
5		all	
6			
7			
8			
9			
10			
11			
12			

Contin.
p83A

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 90 min.

11.10 Min. per day of instruction through N-EIT	11.11 Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
PreK			Pre K
1	110	A, Lang Arts	50%
2	110	R, Lang Arts	50%
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

p 100

Association of meanings with spoken and printed words
Comprehension of the function of punctuation
Accurate production of symbols
Memory of word forms
Left-to-right progression in reading
Identification of another's purpose or viewpoint
Adjustment to different situations and persons
Sensitivity to emotions and moods
Organization and summarization of ideas
Anticipation of sequence of ideas or outcome
Evaluation of ideas and the making of judgments
Correlation of old and new learning

The Classroom Environment

The classroom should reflect the positive interest of the community and the school for the pupils. Although classrooms differ according to the resources, plant, and personnel of each school district, attractive, clean, safe, and functional physical facilities and a warmly accepting and cheerful emotional climate for learning are minimum prerequisites for the success of these plans.

12.0

METHODS OF SECOND LANGUAGE TEACHING

Procedures for Developing Language Skills

The procedures for developing skills in Spanish and in English should be audiolingual in sequence, with experiences in listening and speaking preceding those of reading and writing.

The audiolingual aspect of language is a speaker-hearer process which can operate independently of a writing system whenever there are a speaker and a hearer.¹ In the classroom, the pupils must:

- Listen to speech that is authentic
- Listen more than they speak
- Hear and speak principally the language chosen for the activity while participating in that learning activity (During an English-language activity, Spanish should be used only for necessary directions or explanations.)
- Be free of translation experiences, word lists (e.g., nouns only), or word activity out of context
- Eventually read only what they have spoken
- Copy and write only what they have read

¹ Nelson Brooks, Language and Language Learning: Theory and Practice. New York: Harcourt, Brace and World, 1960.

83B

12.0 Methods of Second Language Teaching

2a

Meaning and structure are interdependent. Pupils who are simply repeating sounds or combinations of sounds, without a referent in their stock of concepts, may be passive or ignored as well as limited in their perception of word order or pattern. Moreover, initial learning experience in meaning should be derived not from the written word but from encounters, pictures, charts, objects, and gestures. The written word cannot faithfully reproduce the sound system of a language, for there is often a conflict between speech and print. For example, Spanish vowels and English vowels are identical in their written form but are not the same in their oral form. Therefore, too early an exposure to written English will serve to confuse Spanish-speaking learners.

The procedures for promoting growth in concepts should be those that are natural to the age and maturity of the pupils and should be as carefully planned as those for the development of the skills of communication.

Distribution of Time

For years programs planned for Mexican-American pupils have used English as the only medium of instruction for all of the content areas. The high dropout rate of Mexican-Americans and their low achievement scores in statewide testing programs suggest these pupils cannot succeed in school if they are required to use English exclusively in their early schooling. Therefore, in order to use the language strengths of these children, the following time distribution of English and Spanish is suggested:

<u>Level</u>	<u>Language</u>	<u>Percent of time</u>
Kindergarten	Spanish	80
	English	20
First grade	Spanish	60
	English	40
Second grade	Spanish	30
	English	70

These recommended percentages are not intended to be prescriptive; rather, they merely suggest the need to use the pupils' native Spanish as a bridge to successful school experiences. Furthermore, use of either Spanish or English should be adapted to the language strengths of the pupils in each school district. Finally, gradual development of skills in English must be accompanied, as well, by improvement of skills in the Spanish spoken by the pupils when they entered school.

The progress of pupils should be evaluated continually so that the percent of time in either language can be carefully appraised and adjusted as the pupils gain proficiency in both languages.

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 IIT 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	110	220	R, M, SS	1 50%
2	110	220	R, M, SS	2 50
3				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)

11.17 2, 5, 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-EMT pupils.

8-other (summarize)

Program offers modified program: Spanish to strengthen Spanish-surnamed but English-Dom. children, and a Spanish program for Span. Lang. Dom. children with Eng. in a subordinate role.

min. per day through N-EIT	Total min. per day of instruction	Subjects taught in second lang.	% of time per day of instruction through N-EIT
PreK			Pre K
1	110	R, M, SS	1 50%
2	110	R, M, SS	2 50
3			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) 11.17 2, 5, 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)

Program offers modified program: Spanish to strengthen Spanish-surnamed but English-Dom. children, and a Spanish program for Span. Lang. Dom. children with Eng. in a subordinate role. p2p

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1
2a

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.

Cp83B

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

see xerox 10 a-b

* Selected second grade content areas such as Social studies, arithmetic and science are presented in 2 languages. Add.#1 p3

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.

C-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	
<u>students</u>		<u>students</u>	
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
IIB ns

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

13.2 IA 1
IB 1
IIA ns
IIB ns

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 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:

- 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
IIB NS

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 learning to read and to write

13.2 IA 1
IB 1
IIA NS
IIB NS

X X

13.3 Listening-speaking proficiency determined by:

- 1-measure of listening-speaking proficiency
 - 2-informal assessment by teacher
- Student Evaluation Scales*
Madeline Thomas Completion stories
Comprensión de lenguaje Oral, and Moreno ESL

13.3 IA 1
IB 1
IIA NS
IIB NS

13.4 Second language reading skills are learned:

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

13.4 IB 3
IIB NS

X

see xerox 12a

p12a

Dominant and Second Language Skills Sequence

Suggested Activities

13.0

Spanish-speaking children enter kindergarten with the same ability to speak in short sentences arranged in the proper word order as do their English-speaking peers. However, their Spanish vocabulary may be inadequate if they have been deprived of varied experiences out of which concepts and vocabulary grow. Therefore, activities to enlarge their stock of concepts and to develop their language are most essential features of a total school program from kindergarten through grade two. Early lessons should lead to reading and writing in Spanish in the first and second grades.

13.4

These same Spanish-speaking children come to school with relatively no command of English. For this reason, they must be immersed in learning experiences which enable them to build not only concepts but also a phonological and structural command of English. Eventually, in the second grade, they can be advanced to the more complex skills of reading and writing in English after they attain sufficient listening comprehension and speaking fluency in English.

There are many curriculum guides for detailed instructional planning in kindergarten through grade two.² These guides may serve as rich resources of activities, materials, and procedures that may be adapted for urban children who come from low-income homes and speak Spanish. The activities listed in this prospectus promote growth in concepts and stimulate acquisition of language. Language grows through experiences and accumulates in the communication skills of listening-comprehension, speaking, and -- eventually -- reading and writing, in that order.

Since the pupils in this program will be improving their skill in their native Spanish and will be adding a second language -- English -- activities are performed using the language that meets the pupils' needs and the requirements of the learning task. The language recommended for the most efficient conceptual and linguistic development is designated for each activity on the instructions for each activity. The designated language (S for Spanish, E for English, and S-E for both languages) can be used by the teacher or pupils or teacher and pupils, with Spanish the first language to be used.

The classroom teacher should develop both Spanish and English in any activity according to the needs of the pupils as identified through his careful appraisal of their background, maturation, and developmental levels. The list following is neither comprehensive nor exclusive, but it is presented to suggest how language skills and concepts can be developed in activities already familiar to teachers in the primary grades. Materials helpful in implementing these suggested activities are listed in Appendix A.

²Representative guides are obtainable from the offices of the superintendents of schools of many counties -- among them, Alameda, Kings, Sutter, and Yuba counties.

13.0

Activities for Kindergarten

- Playing with large square blocks and wooden balls (S)
- Hand-weighing large and small toys (S)
- Fitting together puzzles formed of large pieces (S-E)
- Identifying members of the immediate family (S-E)
- Viewing self in a full-length, then a three-way, mirror (S)
- Identifying self in individual, then group, photograph (S)
- Recording a group song on tape (S)
- Recording own voice on tape (S)
- Reciting a familiar rhyme in unison (S-E)
- Identifying different pets; choosing a classroom pet and caring for it (S)
- Discussing the daily weather and recording it on a weather chart (S-E)
- Identifying vegetables, fruits, and flowers; planting seeds and growing samples (S-E)
- Counting the boys and girls in the classroom (S-E)
- Learning own age and telling it to classmates (S-E)
- Taking a short trip and discussing it with the group (S)
- Naming objects in the classroom (S-E)
- Learning, reviewing, and singing "Happy Birthday" to classmates (S-E)
- Molding clay objects (S)
- Constructing a fort or playhouse with floor blocks (S)
- Meeting the crosswalk guard; crossing the street with him (E)
- Building a car or ship with large blocks (E)
- Brushing teeth (S)
- Taking a rest in the classroom (S)
- Eating a midmorning snack (S-E)
- Identifying rhythm instruments; experimenting with them individually, then as a group (S-E)
- Playing "London Bridge" (E)
- Listening to music for children (S-E)
- Marching to "Stars and Stripes Forever" (E)
- Cooperatively painting an airplane (S)
- Individually painting airplanes (S)
- Learning to work together cleaning up the classroom or work corner (S)
- Helping each other put toys away (S-E)
- Retelling a familiar story (S)
- Learning a few short proverbs (S-E)
- Planning to celebrate and celebrating a birthday, Christmas, Thanksgiving, Los Posadas (S)
- Listening to legends told by a teacher aide (S)
- Learning to climb the jungle gym (S)
- Tasting unfamiliar juices and fruits (E)
- Helping the teacher make gelatin or cookies (E)
- Identifying familiar sounds (of people, animals, vehicles) (S-E)
- Watching television (E)
- Discussing a television program (S)
- Imitating the teacher's speech (S-E)
- Following directions to make a large cutout (S-E)

- Participating in first-grade activities that can be adapted to develop English reading and writing skills (E)
- Writing group and individual creative stories (S)
- Using manipulative materials to develop number concepts (S-E)
- Adding English vocabulary to a picture dictionary (E)
- Making up, writing, reading, and telling simple riddles (S-E)
- Playing a simplified form of anagrams (S-E) (E late in year)
- Making up titles for stories (S)
- Finding synonyms and antonyms (S)
- Putting endings on verbs and nouns within context (S)
- Making compound words from two short words (e.g., fire, man to fireman; cow, boy to cowboy)
- Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
- Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
- Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
- Matching words with pictures (S-E)

Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.
- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.
- Separation of Spanish-speaking pupils from the English-speaking group for part-time instruction in language skills. This "pull-out" system is also used to teach Spanish-speaking pupils other subjects in their native language. The intent of this system is not to isolate these pupils from the mainstream of school life but to permit extra instruction and additional language practice which eventually will permit them to participate in the total school program.

This strategy later abandoned - when project returned Content Analysis Schedule Director noted, "no more pull-outs for language instruction"

- Retelling a story as flannel cutouts are placed sequentially on the flannel-board (S)
- Clapping to the rhythm of a march or poem (E)
- Connecting objects by tracing left to right (S)
- Drawing self- and family portraits (S)
- Drawing large and small circles according to teacher directions (S)
- Learning to draw long and short lines (S)
- Choosing a picture, word, or phrase card that completes a sentence given by the teacher (S)
- Guessing the end of a story pantomimed by the teacher (S)
- Matching common signs with verbal clues (e.g., "Walk," "Railroad Crossing," "Slow," "Stop," and so forth) (S-E)
- Completing a verse cooperatively when the teacher has started it (S-E)
- Matching verbal clues with rooms and signs in the school (e.g., "Cafeteria," "Exit," "Library," "Office," "Principal's Office," "Boys," and so forth) (E)
- Identifying the colors of classmate's clothes (S-E)
- Guessing orally an action word that completes a sentence (e.g., "John was _____ his shoe.") (S-E)
- Identifying the letter that the teacher sounds (S)
- Saying rhyming words (e.g., jump, bump) (S-E)
- Copying three times a short sentence which the teacher has put on the boards
- Following the teacher's instructions (e.g., "Hop over a book.") (S)
- Writing the word which a spinner points to (S)
- Learning the names and sounds of letters (S)
- Raising hand to indicate when the teacher's voice rises for a question (E)
- Raising hand to indicate the difference between sounds (e.g., sit and seat, bat and back) (E)
- Building own dictionary, with words in context according to function, relationship, and so forth (S)
- Raising hand to indicate when the sound of r or l changes in a series of words the teacher has said (e.g., red, rosy, rojo; look, lapiz, libro) (S-E)
- Raising hand to indicate when the ending sound changes in a series of words presented on tape (e.g., Kay, Kay, Kate; bay, bay, bait; buy, bite, buy; low, low, load; cue, cue, cute; see, seem, see; row, row, rode) (E)

Activities for Second Grade

Many of the activities of kindergarten and the first grade should be continued and expanded in the second grade, with major emphasis upon the development of control of the English language. The following activities should be added:

- Reading Spanish primers suitable to individual achievement level (S)
- Reading Spanish preprimers or primers independently (S)

- Following one-step and two-step commands from the teacher (S-E)
- Saying "please" and "thank you" (S-E)
- Learning and telling the seasons of the year (S-E)
- Meeting visitors at school and home (S-E)
- Repeating everyday sounds (S)
- Adding to cumulative stories told by the class (S)
- Cutting out paper bag masks (E)
- Playing storekeeper (S)
- Chanting or clapping the rhythm of a short poem or rhyme (S-E)
- Describing pictures of animals (S)
- Playing with coins, then learning to count them (E)
- Asking simple questions (S-E)
- Refusing an invitation politely (S)
- Making simple requests (S-E)
- Looking at comic strips in the newspaper (E)
- Painting what they want to paint (S-E)
- Cutting and pasting as they choose (S-E)
- Participating in unorganized, free dancing (S-E)
- Telling about special festive days (S)

Activities for First Grade

Many of the activities suggested for kindergarten should be continued and expanded, with greater emphasis upon using English. The following activities are also appropriate for the first grade:

- Learning and beginning to write own address and phone number (S)
- Recognizing own name in manuscript (E)
- Painting a mask independently (S)
- Helping friends put their toys away (S-E)
- Planning a large block structure and building it with several classmates (S-E)
- Telling group what happened on the way to school (S)
- Visiting the post office on a study trip (S-E)
- Developing a cooperative story about the trip (S)
- Beginning to read Spanish-language preprimers (S)
- "Reading" and illustrating short chart stories (S)
- Recognizing upper- and lowercase letters (S)
- Using puppets for dramatic play or role-playing (S)
- Playing singing games (S-E)
- Listening to stories independently at the listening post (S)
- Retelling a story to the group (S)
- Decorating a box to store personal possessions in (S)
- Identifying and classifying foods (fruits, vegetables) (S)
- Repeating phrases and short sentences in unison (S-E)
- Giving classmates permission to use personal toys (S)
- Reciting rhymes together (S-E)
- Identifying words as the teacher says them (S)
- Matching words and pictures (S)
- Selecting the correct ending for a picture story (S)

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: K
 1
 See xerox 12 a 2
 3

---	---	---	---	13.5 IA	1
X	---	---	---	IB	2
---	X	---	---	IIA	ns
---	---	---	---	IIB	ns

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

X	---	---	---	13.6 IA	1
---	---	---	---	IB	ns
---	---	---	---	IIA	ns
---	---	---	---	IIB	ns

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	3
X	X	X	X	IB	3
---	---	---	---	IIA	3
---	---	---	---	IIB	3

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	3
---	---	---	---	IIB	ns

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

---	---	---	---	14.0 I	2, 4
---	---	---	---	II	ns

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.

X

13.6 Reading readiness is determined by:

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

X

13.6 IA 1
 IB NS
 IIA NS
 IIB NS

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)

 X X X X

13.7 IA 3
 IB 3
 IIA 3
 IIB 3

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 3
 IIB NS

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

14.0 I 2,4
 II NS

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)

X

X

Add. #1 p 3

See xerox 13a

p13a

14.0

The experimental second grade involves teaching the student participant 60% of the time in the dominant native language. A bilingual Instructional Aide works directly under the supervision of the teacher to carry out her instructional tasks. 40% of the classroom time is devoted to English language usage and development including a specialized grouped ESL instructional period.

Selected 2nd grade content area such as the social studies, arithmetic and science are presented in two languages.

The projected Long-Range Time Distribution Pattern would be as follows:

Third Grade, Fourth Grade and Fifth Grade would give equal time to the use of Spanish and English in all content areas. The product at the third grade level would be a truly bilingual child literate in English and Spanish at age 9.

Curricular materials at current and proposed grade levels would be the following:

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1. Basal English language - Equivalent in Spanish. Spanish language series selected from researching successful teaching techniques at the appropriate grade level which constitute the best and most representative of modern pedagogic methodology.
2. Linguistic Readers in English.
3. Programed materials in Spanish and English at appropriate grade level.
A example Phono-viewer programs - ESL and Spanish as a 2nd language.
4. Mathematics - Equivalent grade level books in English and Spanish.
5. Science - Equivalent grade level books in English and Spanish.

13b

16.1 { 6. ~~Social Studies~~ - Materials to be developed in Spanish to parallel district curriculum.

The district curriculum guides in the above areas will continually be used as guidelines for developing the bilingual curricular program. Native Spanish language materials will be reviewed from a student behavioral point of view as to his development of the social and physical media in which he lives.

The following represents past and current means of assessing and evaluating the abilities and achievements of pupils:

I. Name of Instrument-----Criterion Referenced Measurement Behavioral Objectives processes (current) and Products.

A. Type of Test-----Formative evaluation diagnostic and prognostic Achievement.

B. Purpose-----Formative Evaluation for learning objectives.

C. Grades or Levels-----K- 1-2.

II. Name of Instrument-----Peabody Picture Vocabulary Test (last year)

A. Type of Test-----Mental Ability - Verbal Facility.

B. Purpose-----Measures of child's receptive language.

C. Grades or Levels-----K- 1 -Experimental and control classes

III. Name of Instrument-----Goodenough Draw-A-Man test (last year and current)

15.0 TREATMENT OF CHILD'S LANGUAGE:

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

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.

1 1 1 1

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.)

Linguistic Readers in Eng. AA 4. #1 p3

16.1 IA IB IIA IIB

2-Basal readers

✓ ✓ — —

3-Dialect readers

— — — —

4-Experience charts (stories dictated by children)

✓ ✓ — —

See Xeroxs attached

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 n.g. IIA n.g.

13a-b
14a
15a-g

(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

1
0
2
4
5

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

1	1	1	1
---	---	---	---
---	---	---	---
---	---	---	---

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 IB III: IIB:
Linguistic Readers in Eng. Add. #1 p3
- ②-Basal readers
- 3-Dialect readers
- ④-Experience charts (stories dictated by children)

See Xeroxs attached
13 a-b
14 a
15 a-g

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 n.g. IIA n.g.

(Please indicate / on line -)

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

CP34

- 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 AIDS
- 7-films, filmstrips
- 8-flannel or magnetic boards
- 9-realia, graphic displays, props
- 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)

C76B

p. 14a
16.3
BELL & HOWELL LANGUAGE MASTER - ESL AND BILINGUAL PROGRAMS

Equipment

No. 711B	BELL & HOWELL LANGUAGE MASTER	\$250.00
No. 36407	Headphones (Accessory)	28.00
No. 36453	Interconnecting Cable (Accessory)	2.00
No. 40720	Dual Headphone Adapter	3.75

PRE-RECORDED LANGUAGE MASTER CARDS - LANGUAGE ARTS

200 Boxed Cards Per Set: \$35.00 Each

VOCABULARY BUILDER PROGRAM

111011	Set I	Basic
111012	Set II	Intermediate
111013	Set III	Advanced

LANGUAGE STIMULATION PROGRAM

111031	Set I	Phrases
111032	Set II	Sentences
111033	Set III	Language Reinforcement & Auditory Retention Span

THE PHONICS PROGRAM

111061	Set I	Sound Bending & Beginning Phonetic Skills
111062	Set II	Consonant Blends & Irregu- lar Phonetic Elements
111063	Set III	Word Building and Word Analysis Technique

WORD PICTURE PROGRAM

111021	Set I	Nouns: Everyday Things
111022	Set II	Verbs: Action Words
111023	Set III	Basic Concepts

ENGLISH DEVELOPMENT PROGRAM

111041	Set I	Practical Vocabulary and Expressions
111042	Set II	Everyday Expressions
111043	Set III	Industrial Supplement
111044	Set IV	Stress & Intonations

THE SOUNDS OF ENGLISH PROGRAM

111051	Basic English Phonetics (recommended for College Level only)
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NEW LANGUAGE MASTER PROGRAMS IN LANGUAGE ARTS

1010 BUILDING BASIC ENGLISH SET A:
NOUNS SERIES \$56.00
Contains "Nouns: Everyday Things:
pre-recorded card set (200 cards);
150 blank cards in four assorted
sizes; Usage Manual; Program
Organizer File.

1011 BUILDING BASIC ENGLISH SET B:
PHONICS SERIES \$135.00
Contains "The Phonics Program"
(three pre-recorded card sets
600 cards); 90 blank cards in
two sizes; Usage Manual; Program
Organizer File.

1020 ENGLISH AS A SECOND LANGUAGE,
SET I \$310.00
Contains 501 8½"x11" pre-recorded
and illustrated cards, Part I and II;
Usage Manual; two Program Organizer
Files.

1021 ENGLISH AS A SECOND LANGUAGE,
SET II \$160.00
Contains 242 8½"x11" pre-recorded
and illustrated cards; Usage
Manual; Program Organizer File.

LANGUAGE MASTER BLANK CARDS

(100 boxed cards per set)

072475	Standard Size 3½" x 9"	\$6.00
072476	Tab Size 3¼" x 7-3/8"	3.00
072477	Index Size 3" x 5"	3.00
072478	Jumbo Size 8½" x 11"	9.00
2481	Extended Size 4" x 14"	9.50

1001 Program Builder Kit \$39.00
Contains 400 blank cards in
four assorted sizes; Usage
Manual; Program Organizer
File.

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

16.4 1, 2, 3, 5, 6, 7,
9, 10

- 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-~~ENT~~ community
- ⑦ are culturally appropriate for N-E culture (specify how this is determined)
- 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)

C.p. 32

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 cont. 170 appendix
(see xerox) 15a-g
13a-b
14a

17.0 STUDENT GROUPING

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

17.1 1, 2

- 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 L.T. students)

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

17.2 2, A

- 0-not specified
- 1-total class
- ② small groups (specify size) 6 students
- 3-individual instruction

17.3 Criteria for grouping:

0-not specified	I Non Eng dom	Students II Eng dom ENT	III Eng dom NENT
-----------------	---------------	-------------------------------	---------------------

- 1-by age
- 2-by native language
- 3-by dominant language

C. App 083



(specify how this is determined)

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 cont. 170 appendix
(see xerox) 15a-g

13a-b

14a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1, 2

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 L.T. students)

17.2 Students are grouped for language instruction: 17.2 2 A
(mark all that apply) 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) 6 students

3-individual instruction

17.3 Criteria for grouping:

0-not specified

I Non Eng dom

Students

II Eng dom EMT

III Eng dom NEMT

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/NEMT)

C. A. p83

18.0 TUTORING "No more pull-outs for language instruction" Project Verification

18.1 Student Tutoring is: (mark all that apply)

no-not mentioned

0-type is not specified

1-inter-ethnic (N-EMT student tutors EMT students)

2-intra-ethnic (N-EMT student tutors N-EMT)

3-done by older children (cross age)

4-done by peers (same age)

5-other (specify)

18.1 NO

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

1-inter-ethnic (N-EMT aide tutors EMT student)

2-in the acquisition of native language skills

3-in the acquisition of second language skills

4-in other academic subjects

5. intra-ethnic (N-EMT aide tutors N-EMT student)

18.2 1, 2, 5, 3

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THE GALTON INSTITUTE

Question
16.5

materials

CHILDREN'S BOOKS IN SPANISH - FOR CLASSROOM AND LIBRARY

For beginning readers:

A B C y X Y Z by A.J.M.	\$1.75
AVENTURAS DE MOTITA by Margaret Wise Brown	2.55
BABAR Y LA ANCIANA SENORA by Jean de Brunhoff	1.00
HISTORIA DE BABAR by Jean de Brunhoff	2.25
LA INFANCIA DE BABAR by Jean de Brunhoff	1.00
EL CIELO by A.J.M.	2.50
EL CIRCO by Molinette	2.50
LA CIUDAD by A.J.M.	2.50
LAS COSAS QUE VEMOS by A.J.M.	2.50
CARBONILLA by Romney Gay	1.00
CORALITO by Romney Gay	1.00
LINDA Y MARIO by Romney Gay	1.00
EL RUIDO MISTERIOSO by Romney Gay	1.00
GOLDBLOCKS Y LOS TRES OSOS by Helen Harter	2.50
LUIS Y LOLA by M.E. Craig	0.64
EL MAR by F. Goico Aguirre	2.50
LA TIERRA by A.J.M.	2.50
QUIERO SER by Luis Mallafre	0.80
LOS TRES GATITOS by Kurt Wiese	0.50
YO QUIERO VOLAR by Anita Brenner	2.95

Picture dictionaries, atlases and juvenile encyclopedias:

DICCIONARIO GRAFICO INFANTIL by Luis Mallafre	0.80
MI PRIMER DICCIONARIO by Julio Daroqui	1.95
MI PRIMER LAROUSSE EN COLORES by M. Fontineau	4.50
ENCICLOPEDIA DE ORO by Bertha Morris Parker	28.00
MUNDO JUVENIL by Manuel Martin	8.50

Enjoyable reading:

COMPA CONEJO by Torbio Claire	2.95
CUAL ES TU CASO by Marion Jamison	2.00
LOS VEHICULOS by A.J.M.	2.50
WA-OKA by Pablo Ramirez	1.50
EL TRENCITO CAMPEON by Darlene Geis	0.75
EL PERRITO QUE VIAJO EN UN SATELITE	0.75
EL OSITO QUE SIEMPRE DECIA "NO!" by Faith Nelson	0.75
EL NIÑO QUE TEMIA A LA OBSCURIDAD by Munro Leaf	0.75
LA GRANJA DE JUANITO by Louise Bonino	0.75
COCO, EL MONO CURIOSO by H.A. Rey	0.75
LOS CUATRO POLLITOS QUE PERDIERON SU VOZ	0.75

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Materials

LIBRITOS DE ORO: each

\$0.50

- Reina
- Hiawatha
- El Arca de Noe
- Una aventura del Pato Donald
- La Bella Durmiente
- El libro de seguridad del Pato Donald
- Tuno
- Peter Pan y los piratas
- La Bella Durmiente y las hadas madrinas
- El Pato Donald automovilista
- El Raton Mickey- Aventuras en Disneyland
- Bombón quiere ser artista
- La familia Robinson
- Perry y sus amigos
- Tribilin, astro de cine
- Mani, El Burrito
- Pepe Grillo vence al fuego
- El Pato Donald detective
- El Auto volador
- Nuestros papás
- Mi gatito
- Juan y Margarita
- Nuestro Mundo
- Los músicos de Bremen
- En el parque zoológico
- Contar cantando
- Ayer y hoy
- Perros
- Cuando yo sea grande
- La fiesta de Tom y Jerry
- Cristobal y el Colón
- Caperucita Roja
- El Dr. Alegría
- Pantaleón
- Los maravillosos viajes de Tomásín
- La casa de los animales
- El Pequeño Figui
- Los favoritos de Pedro
- Explorando el espacio
- El mar profundo
- Cachorros de animales
- Pelusita
- Rin Tin Tin y el fugitivo
- La Costa del mar
- Autos y camiobes
- Aves del Mundo
- Cinco centavos para gastar
- El sastrecillo valiente

15c

Materials

EL MUNDO CONTADO A TODOS	\$ 4.35
EL MUNDO DE LAS AVES	4.35
EL MUNDO DE LAS PLANTAS	4.35
EL MUNDO DE LAS INDUSTRIAS	4.35

Adventures in Space by Willy Ley:

ESTACIONES DEL ESPACIO	1.00
PILOTOS DEL ESPACIO	1.00
SATELITES ARTIFICIALES	1.00
VIAJES INTERPLANETARIOS	1.00

Readers, texts and workbooks:

JUGANDO Y RIENDO (1st reader)	1.64
LOS NIÑOS SE DIVIERTEN (2nd)	2.72
A VIAJAR Y A GOZAR (3rd)	2.92
by F.V. Gaztambide	
LIBRO DE TRABAJO PREPRIMARIO by Luis Pérez Espinos	0.95
EL PAJARO DE NIEVE Y OTROS PARA NIÑOS by Carole Soler	1.25
CONTINENTE (Libro de lectura 5) by Santiago Hernando Ruiz	1.98
LIBRO 1ST LECTURA	1.25
LIBRO 2ND LECTURA	1.45
LIBRO 3RD LECTURA	1.65
LIBRO 4TH LECTURA	1.98
LIBRO 5TH LECTURA	1.98

Legends and legendary heroes:

LEYENDAS MEXICANAS by Rafael Morales	3.40
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Things to make and do:

DIAS SIN COLEGIO	3.40
EL BAZAR DE TODAS LAS COSAS by Elena Fortun	3.40
JUGAR Y CANTAR by Bonifacio Gil	3.40
JUEGOS PARA TODOS by Carola Soler	3.40

Poetry and rhymes:

MOTHER GOOSE ON THE RIO GRANDE by Frances Alexander	2.75
PALETA INFANTIL by Juan Grosso	1.50

Special items:

PICTURE CARDS	2.00
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15d

Materials

Fairy tales by Ramírez and Correas :

ALI-BABA	\$1.50
LA BELLA DURMIENTE DEL BOSQUE	1.50
BLANCANIEVES	1.50
CAPERUCITA ROJA	1.50
CASCANUECES	1.50
EL GATO CON BOTAS by Perrault	1.50
EL LLEGADO DEL MORO by Washington Irving	1.50
PULGARCITO	1.50
ROBINSON CRUSOE by Defoe	1.50
EL DRAGON TIMIDO by Pilo Mayo	1.50
MI LIBRO ENCANTADO	74.50
GUILLERMO Y EL ARMADILLO by Guy Lamarque	1.00
EL HIJO DEL SHERIFF by Pablo Ramírez	1.50
HISTORIAS CON ANIMALES by Antonio Jiménez-Landi	3.40
LAS HORAS DEL DIA by A.J.M.	2.25
EL LIBRO DE LOS ANIMALES by A.J.M.	3.40
MICHEL Y EL CIERVO by Jean Lazare	1.00

Science and our world:

LOS ARBOLES by Galus	1.00
EL BALLETO by La Mont	1.00
LOS BARCOS Y LA AVENTURA	1.00
BESTIARIO by Galus	1.00
CONCHAS Y CARACOLES MARINOS by Hutchinson	1.00
LOS HONGOS EXTRAVAGANTES by Graff	1.00
LOS INVENTOS DEL SIGLO XX by Pettit	1.00
LAS JOYAS by Helene Puisceus	1.00
LAS MARAVILLAS DEL MUNDO MINERAL	1.00
LAS NAVES EN LA HISTORIA by Delage	1.00
LOS PAJAROS CONOCIDOS by Kasarheoou	1.00
LOS PAJAROS EN LIBERTAD by Dean Amadon	1.00
LAS PLANTAS Y SU HISTORIA by Fleury	1.00
70 SIGLOS DE INVENTOS by Petit	1.00

Series "Nuestro Mundo" by P. Cebollero y R. Haydon:

NUESTRO MUNDO TROPICAL	1.96
TIERRA Y CIELO	2.16
AIRE Y SOL	2.36
LA CIENCIA EN NUESTRA VIDA	2.44
LA CIENCIA HOY Y MAÑANA	2.44
WORKBOOK FOR SCIENCE ELEM.	1.68
LIBRO DEL AIRE by Espina Antonio	4.25

El Mundo Series:

EL MUNDO DE LA VELOCIDAD	4.35
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15 e

Materials

El Conejo Bugs encuentra trabajo

Aeroplanos

El pequeño Cabus rojo

Pedro el Oso

Blanca Nieves y Rosa Roja

Las doce princesas danzarinas

Lassie y el explorador perdido

El Doctorcito del circo

La Ballenita feliz

Pancho y sus amigos

Números

Helicópteros

Lassie un día de descanso

La garra del león

Animalitos en la granja

Pulgarcín

El Conejito travieso

Aladino y la lámpara maravillosa

Lassie en un rescate

Días felices

Animales gimnastas

Los amigos de Pepín

Ruperto el Rinoceronte

Las travesuras de Paquito

Canta, pajarito

El oso yogi

Cuatro perritos

Un día en la granja

Tres osos mañosos

El pájaro loco enseña a dibujar

El muchaco del circo

La aventura del tigre

Libritos de Oro Argentinos: each

\$0.50

El Picnic del Ratón Mickey

Alicia en el País de las maravillas

La Aventura de Jack

Alf Babá y los 40 ladrones

El gato con botas

To be obtained at:

Pequeño Paquete

Box 817

Coral Gables, Florida 33134

Materials

Primary Grades 1-2:

Elio Arrechea Rod.	Nuestro Mundo.- Vol.I	\$1.70
" " "	Nuestro Mundo.- Vol.II	1.70
Luis Pérez Espinos.	Pepín en Primer Grado	0.80
" " "	Pre-Primario de Lectura	0.95
" " "	Primero de Lectura	1.20
Armando Muñoz	Victoria. Primero de Lectura	1.20
López Lay-Cabrera	Elena y Dani	0.85
" " "	Elena y Dani - Workbook	1.10
" " "	Buenos Amigos	1.20
" " "	Buenos Amigos- Workbook	1.20
Almendros y Alvero	Lengua Española.- Primer Curso	1.45
" " "	Lengua Española.- Segundo Cursos	1.45
" " "	Minor.- Primer Diccionario	1.70
Ulf Lofgren	Buenos Días Rey Caspio	2.20
Astrid Lindgren	Los Niños en la Jungla	2.20
Yolanda Colombini	Dos Monas y un Conejito	1.75
" " "	El Gran Amigo	1.75
" " "	El que la Hace la Paga	1.75
" " "	Masquerino, Perrito Feito	1.75
Gómez Tejera	Amigos de Aquí y de Allá	1.45
" " "	(Reading Basal)	
" " "	Teachers Manual of Amigos de Aquí y de Allá.	0.90
G. Tejera and Others	Pueblo y Campo (Reading Basal)	1.80
" " "	Pueblo y Campo (Teachers Manual)	0.50
" " "	Sorpresas y Maravillas(Reading Basal)	1.80
" " "	Sorpresas y Maravillas (Teach.Man.)	0.50
E. Jones	Mi Primer Libro de la Salud (Health)	1.85
A.J.M.	A B C - X Y Z (Globo Rojo)	1.50
A.J.M.	La Ciudad " "	2.70
A.J.M.	El Mar " "	2.70
A.J.M.	El Campo " "	2.70
A.J.M.	El Cielo " "	2.70
A.J.M.	La Tierra " "	2.70
A.J.M.	Los Vehículos " "	2.70
A.J.M.	Las Horas del Día " "	1.50
A.J.M.	El Circo " "	2.70
A.J.M.	El Libro de los Animales " "	4.50
Carola Soler	El Pájaro de Nieve " "	1.65
A.J.M.	La Familia " "	2.70
Carola Soler	El Pájaro Fito " "	2.70
A.J.M.	Días sin Colegio (Globo Azul)	3.75
Elena Fortun	El Bazar de Todas las Cosas "	3.75
Bonifacio Gil	Jugar y Cantar (Globo Azul)	2.70
Carola Soler	Juegos para Todos " "	3.75
Carola Soler	El Libro de los Juegos " "	3.75
Maria Rosa Miranda	El Libro del Principio y el Fin	3.75

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Materials

A. Jiménez Landi	Las Cosas que Vemos (Globo Azul)	\$ 2.70
Josefina Bolinaga	Solo para Nifias " "	3.75
Angeles Gasset	Títeres con Cabeza " "	3.75
A. Jiménez Landi	Historias con Animales " "	3.75

To be obtained at:

JESUS GONZALEZ PITA
 Importation of Foreign Language Books
 1540 S.W. 14th Terr.
 Miami, Florida 33145

- 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 2, 7, 4

Parents are trained to become tutors for their children:

- 3-in the home by a home-visiting teacher
- 4-in an adult education component Compton College
- 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 1, 4, 5, 8

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 learning centers
- 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:

Through team-teaching the associate teachers would provide the English element for the Spanish room and the bilingual teacher would provide the Spanish language element in the associate classes. Pp 6

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;

20.1 1, 2

19.0 CURRICULUM PATTERNS

19.0 1, 4, 5, 8

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 learning centers
- 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:

Through team-teaching the associate teachers would provide the English element for the Spanish room and the bilingual teacher would provide the Spanish language element in the associate classes. Pp6

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

- 0-method not mentioned 20.1 1, 2
- 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:

(Traditional teacher directed lessons) Cp. 24-26

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

- 0-method not mentioned
- ① specify or xerox p. no. and document
- n.a.-no grade 4 or later grades

20.2 1
Cp. 27-31

Programmed materials and grade level books - Adden. # 1 p3, 4

Continuation

p16a

- Participating in first-grade activities that can be adapted to develop English reading and writing skills (E)
- Writing group and individual creative stories (S)
- Using manipulative materials to develop number concepts (S-E)
- Adding English vocabulary to a picture dictionary (E)
- Making up, writing, reading, and telling simple riddles (S-E)
- Playing a simplified form of anagrams (S-E) (E late in year)
- Making up titles for stories (S)
- Finding synonyms and antonyms (S)
- Putting endings on verbs and nouns within context (S)
- Making compound words from two short words (e.g., fire, man to fireman; cow, boy to cowboy)
- Asking questions for the teacher's answers and giving answers to the teacher's questions (S)
- Choosing common prefixes and suffixes, inflectional endings, and common roots to derive meaning (S)
- Guessing the meaning of a new word from a sentence the teacher says or writes on the board (S)
- Matching words with pictures (S-E)

Alternative Implementations

The realities of situational problems in every school district suggest that alternatives to the implementation of the program may be necessary in order to allow reflection of local needs, conditions, and resources. Some alternative methods of implementing language development are listed below. The last two concern Spanish-speaking pupils in classes with a majority of English-speaking pupils.

- Team teaching to assure meeting the language requirements of the program. If the classroom teacher does not possess adequate bilingual skills, qualified primary teachers in the school could share responsibilities for the communications skills.
- Group teaching basic to the problems of Spanish-speaking pupils within the English-speaking group. Here, the teacher provides listening and speaking experiences with the use of the tape recorder and listening posts. The teacher also seeks to provide small-group learning activities through careful planning and with the help of a teacher aide.

17.3

21.0 SELF-ESTEEM21.0 3,4,5,6,7,8

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 1

- 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

Learning Center and Glasser Reality Therapy Techniques.

- 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 #

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- 15-other (specify)

22.0 LEARNING STRATEGIES

22.0 1

- 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

Learning Center and Glasser Reality Therapy Techniques.

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2

- 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:

23.2 0

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

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
 0-none mentioned

23.3 0

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

23.4 1, 2, 4, 7

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 2

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

ERIC 24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

24.1 1, 2, 3

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-ET culture involves (mark all that apply) 23.4 1, 2, 4, 7
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' cultures: family patterns and contemporary way of life.
④ Itemization of surface aspects of a country--geography, dates of holidays etc.
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⑦ A third culture different from N-ET or ET
8-Other (specify)

23.5 American culture is defined: 23.5 2
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: 24.1 1, 2, 3
0-group not specified
① project children
② adults of the project community
③ teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 1, 2, 3
0-group not specified
① project children
② adults of the project community
③ teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

24.3 1, 3, 4, 5, 6,
7, 8, 9, 10, 11, 17

- 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) - *community aide*
- ⑪ project director personally involved in program dissemination. specify how - *Explains goals and the bilingual services needed by the Bilingual Project to meet the long-range program objective. Cp 37*

P 39 C
P 43 C

⑬ *college credit class*

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

24.4 1, 2, 4, 3, 5,
6, 8

- 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 meetins 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: *Active participation in numerous community activities; speaking engagement*

Cp 7

Local organizations were involved in planning.

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

24.5 1, 2, 3, 4

- 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 2, 3

- 0-not mentioned

- 8-meetings conducted in both languages
- 9-home visits
- 10-other (specify) - community aide
- 11-project director personally involved in program dissemination. specify how - Explains goals and the bilingual services needed by the Bilingual Project to meet the long-range program objective. Cp 37
- 17- college credit class

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

24.4 1, 2, 4, 3, 5,
6, 8

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)

Cp 7

- 8-project director personally seeks involvement of community in program. specify how: Active participation in numerous community activities; speaking engagement

Local organizations were involved in planning.

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

24.5 1, 2, 3, 4

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 2, 3

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): use community center for social and cultural activities.

25.0 IMPACT EVALUATION

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

25.1 1, 5, 6, 7

- 1-newspaper articles

2-radio programs

3-TV programs

4-video-tapes

- 5-films

6-visitors to observe the program

7-papers presented at conferences

25.2 8

25.2 Project's impact:

- 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

See xerox 20a

8- Improved community awareness and morale

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

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

26.2 Evaluator has personally observed students in the program:

26.2 3

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

26.3 Evaluator has met with teachers:

26.3 3

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

27.0 EVALUATION PROCEDURE

27.1 0-not specified

- 1-A comparison group has been chosen *see xerox 9a*
- 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

Addendum # 1 C'70

P 20a

The objectives: "To improve skills - levels of aides; - to broaden aides' horizons through college contact", appendix number 10, have been successfully implemented.

25.2

IMPACT :

The general assessment of the impact of the first year's operation has been very favorable. Appendix number 12 and 13 indicate overwhelming community support for the Bilingual Project. This project involved itself in the Dickison Community Lighted School, Federally funded project, see appendix numbers 14 and 15, and Largo Community Center, another federally funded project under the CAP agency. A Parent Advisory Council, see appendix number 16 was formed with an average attendance of over 60 parents at each scheduled meeting. The following organizations have sent institutional representatives to advise and support the Project Director and staff: League of United Latin American Citizens (LULAC); Mexican-American Political Association (MAPA); Welfare Rights Association (WRA); and the Largo Community Center as an institution.

The project director, Frank M. Goodman, has presented the project's goals, appendix numbers 17, 18, 19, 20, at various professional conferences and introduced active "Friends for Bilingual Education" at a four county meeting of Exemplary Programs in Education held last February in Newport Beach, California. The Project Site has been visited by numerous distinguished educators, civic leaders and "Friends For Bilingual Education."

other -

The unexpected effects or spin off indicated that Bilingual Education is more than an educational concept but a new direction of meaningful life with a directed destiny for the American Citizens of Latin American Heritage. Through the voluntary involvement of project staff members as educational advisors to MAPA (Mexican American Political Association), "Cinco de Mayo" a National Mexican Holiday, will be a legal holiday next school year, appendix number 33. The League of United Latin American Citizens (LULAC), see appendix numbers 13 and 21, honored the project director and "Bilingual Workers."

other

The Project Director has been invited to participate in an exchange - "Impact of Mixed Cultures on Aesthetics in Education" see appendix number 20, at the 4th National Symposium on Creative Communications: Orff-Schulwerk - USC. Another unexpected effect was the visitation of Dr. Ignacio Pedro Mardones, editor of "EVA - Publicaciones Infantiles" from Spain. The need to assess and then develop materials unique to the Spanish-speaking children of Compton challenged this educator. His company EVA, Bilbao, Spain, is the 2nd largest publisher and distributor of children's textbooks in Latin America. He has agreed to help us in developing materials unique to this project. One of the most important effects has been the regular attendance of students to these bilingual classes. A relevant curriculum concerned teachers, and active parent community involvement has made pupil absenteeism a thing of the past.

other

A new spirit of community leadership and community destiny is developing due to this community school involvement. This project through its Parent Advisory Council and "Friends" meetings has become a nucleus for community and school dialogue. The Bilingual Project has become the voice and feelings of the Hispanic American Community in Compton.

Today we hear the following parent and community comments "Why didn't I have this when I was a child"

