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ABSTRACT

This content analysis schedule for the Chinese Bilingual Pilot Program of the San Francisco Unified School District presents information on the history, funding, and scope of the project in its second year. 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. This schedule has been verified by the project.
(SK)

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ERIC

PROJECT BEST

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

Project # 221
SAN FRANCISCO, Calif.

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE VERIFIED BY PROJECT

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

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

U.S. DEPARTMENT OF HEALTH,
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EDUCATION

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 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. 221

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

VERIFIED BY PROJECT

Research Assistant Ruth Wood/Linda Levine

Date 5/10/71

0.2 Name of Project Chinese Bilingual Pilot Program

San Francisco Unified School District

0.3 Address of Project 135 Van Ness Ave.

0.4 San Francisco, California 94102

0.5 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-Guar | 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	<u>97 - 1969</u>
Project	07 - 1970
No.	17 - 1971

1.1 97

2.0 FUNDING (mark all that apply)

2.1 1-Any P.I.O.R. funding of BILINGUAL program, if Title VII continues or expands that program

2.1 0

0-no prior funding mentioned

2.2 Year prior funding began

2.2 NA

2.3 Prior bilingual program involved:

2.3 NA

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

prior (1968) ESL program exists I 12A, I, 7

2.4 Source of prior bilingual program funding:

2.4 NA

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

2.5 1 CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 1

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

2.6 4

- 1-early childhood (pre K + K)
- 2-elementary students (grades 1-6)

0.5 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 |
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- 1-local
- 2-state
- 3-foundation
- 4-university
- 5-federal (specify)
- 6-other (specify)

2.5 1 CONCURRENT funding of program(s), if cooperating with Title VII program

2.5 1

0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves:

2.6 4

- 1-early childhood (pre K + K)
- 2-elementary students (grades 1-6)
- 3-secondary students (grades 7-12)

4 teachers & staff-salaries
0-not specified

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

2.7 1

- 1 local
- 2-state
- 3-university
- 4-federal (specify)
- 5-other (specify)
- 6-found. of support

2.8 Total Title VII grant (first year only)

2.8 \$39,472.

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

2.9 17,000.

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

3.0 1

0-none
1, p.25-San Francisco State C, p.25
C, p.37-S.F. State & EPIC may be enlisted for eval. designs.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program

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

4.1 _____

4.2 Total number of students in program

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

4.2 A 25
B 148 C, p. 2
C _____

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

Grade	Number of Classes	TOTAL NO. students PS and K
PS-PreSchool	_____	_____
K-Kndgtn	_____	_____
PSK	_____	_____

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

1-grade 1	69
2-grade 2	79
3-grade 3	_____
4-grade 4	_____
5-grade 5	_____
6-grade 6	_____
A <u>148</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

4.4 3

If ungraded, specify ages or grades grouped together: 1st & 2nd

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 - NEIT 138	II E-Dom - NEIT 5	NE dom I N-EIT	138	94
2. Total English Mother-Tongue		II ₂ E-Dom - EIT 5	E dom II ₁ NEIT	5	3
			E-Dom II ₂ EIT	5	3
I Total Non-English Dominant: 138		II Total English Dominant: 10	Total E-Dom II = II ₁ + II ₂	10	6

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
K-Kndgtn		8-grade 8		B
PSK		9-grade 9		C
TOTAL NO. students PS and K		TOTAL students gr. 7-9		
1-grade 1	69	10-grade 10		
2-grade 2	79	11-grade 11		
3-grade 3		12-grade 12		
4-grade 4		TOTAL students gr. 10-12		
5-grade 5				
6-grade 6				
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: 1st & 2nd

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	Non-English Dominant	English Dominant	5.0	No.	%
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 138	II E-Dom - NEMT 5	NE dom: I N-EMT	138	94
2. Total English Mother-Tongue		II ₁ E-Dom - EMT 5	E dom NEMT II ₁	5	3
		II ₂ E-Dom - EMT 5	E-Dom EMT II ₂	5	3
	I Total Non-English Dominant: 138	II Total English Dominant: 10	Total E-Dom II = II ₁ + II ₂	10	6

KEY:

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

*to be substituted for Spanish

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

See Xerox Copy Table

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 Americans	A	.....	.....
Americans of other ethnic backgrounds:			
B1 Mexican-American	B1	.....	.....
B2 Puerto-Rican	B2	.....	.....
B3 Cuban	B3	.....	.....
B4 Other Spanish-American (specify)	B4	.....	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	.....
C Portuguese-American	C	.....	.....
D Franco-American	D	.....	.....
<u>F</u> Chinese-American	F 148	100	.....
G Eskimo	G	.....	.....
H Russian	H	.....	.....
J Other	J	.....	.....
I TOTAL number of N-EMT target students	148	100 %	.....

some Hong Kong born, some US born, but all of Chinese background

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

E1	0	E1	.....	NA
E2	.....	E2	.....	.....

II TOTAL number of EMT students other than target population 0 %

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

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Chinese	5	3%
2-Spanish	.....	.....	.....

5.4 1

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
	No.	No. % speaking ability

B1 Mexican-American	B1		
B2 Puerto-Rican	B2		
B3 Cuban	B3		
B4 Other Spanish-American (specify)	B4		
B TOTAL No. of Spanish-speaking Americans	B		
C Portuguese-American	C		
D Franco-American	D		
F Chinese-American	F	148	100
G Eskimo	G		
H Russian	H		
J Other	J		

some Hong Kong born, some US born, but all of Chinese background

I TOTAL number of N-EMT target students 148 100

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

E1	0	E1	NA
E2		E2	

II TOTAL number of EMT students other than target population 0

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

Dominant language	Different Native Language	Number	Per Cent
1-English	Chinese	5	3%
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.	%	only listening comprehension	speaking ability
			No.	%	No.	%	
E 10 English	6	10					
A American							
Indian							
A1 Navajo							
A2 Cherokee							
A3 Keresan							
A4 Other (spec.)							
B Spanish							
C Portuguese							
D French							
F 138 Chinese	94	138					
G Eskimo							
H Russian							
J Other (spec.)							

Cont., p.10

Question 5.2

✓ 3a

IV.

SURVEY OF LANGUAGE SPOKEN AT HOME

CANTONESE

I. Cantonese Spoken at Home

Elementary	6,231
Junior High	2,878
Senior High	3,336
Total	<hr/> 12,445

II. Cantonese-Speaking Children Enrolled in an ESL or Bilingual Class

Elementary	276
Junior High	267
Senior High	65
Total	<hr/> 608

III. Cantonese Speaking Children in Need, But Not Enrolled in an ESL or Bilingual Class

Elementary	1,061
Junior High	119
Senior High	50
Total	<hr/> 1,230

**NUMBERS OF STUDENTS WHO NEED INSTRUCTION
IN CANTONESE AND ENGLISH**

GRADES	Number of Children whose Language at Home is Chinese	Number of Children Enrolled in ESL, Bilingual or Compensatory Class	Number of Children in Need but not En- rolled in an ESL Bilingual or Compensatory Class
K	Distribution by Schools and Not Grade Levels		200
1		20	250
2		30	157
3		53	135
4		44	126
5		59	95
6		70	98
		Elementary Sub-Total - 6,231	276	1,061
7	908	65	39
8	945	102	12
9	1,025	100	68
10	1,064	19	15
11	1,142	21	15
12	1,130	25	20
	Secondary Sub-Total - 6,214	332	169
	DISTRICT TOTAL - 12,445	608	1,230

3e

V.

NUMBER OF CHINESE STUDENTS WHO NEED SPECIAL INSTRUCTION IN ENGLISH

* BEGINNING:

Those whose native language is not English and who are in their first year of instruction in the English language.

** OTHERS:

Those who are beyond the beginning level but who need more work in English to be able to do well in a regular class.

CHINESE		
GRADE	Beginning*	Others**
Childrens Centers Nursery	44	0
Pre-K	31	15
K	148	136
1	146	191
2	67	175
3	78	181
4	68	135
5	70	107
6	61	117
7	50	53
8	54	60
9	55	113
10	21	123
11	4	105
12	9	38
TOTAL	906	1,549
<u>GRAND TOTAL</u>		<u>2,455</u>

5.6 1

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 selected
- 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 EDom pupils in project area: see Chart C 5.7 25%
 n.s. - not specified on the chart local education agency
 7,559 NEMT- 10,887 EDOM + NEDOM

5.8 Community Characteristics (mark all that apply) 5.8 1
 (% if more than one category, indicate percent for each)

- 1 - inner city-ghetto,barrio %
- 2 - major city %
- 3 - small city, town or suburb %
- 4 - rural, farm %
- 5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 100% low SES
 (indicate specific percent of low SES)
 B. Average family income, if mentioned B. _____
 n.s. - not specified

5.10 Socio-economic status of EMT participating students 5.10 100%
 (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified

5.11 Proportion of migrant students in project 5.11 0
 (Indicate specific percent)
 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 1
 I for N-EMT group II for EMT group II _____
 parent opinion
 1 was made 1 not included in 1st yr of project
 2 will be made _____
 0 not mentioned _____

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

6.3 Language dominance of N-EMT groups (check: A parents, B children, C teachers) 6.3 A X
 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

USE NON-ENGLISH LANG. USE ENGLISH

B _____
 C _____



- 7,559 N-EMT - 10,887 EDOM + NEDOM
- 5.8 Community Characteristics (mark all that apply)
 (% if more than one category, indicate percent for each) 5.8 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 5.9 A. 100% low SES
 (indicate specific percent of low SES)
 B. Average family income, if mentioned B. _____
 n.s. - not specified
- 5.10 Socio-economic status of EMT participating students 5.10 100%
 (indicate specific percent of low SES on the blank)
 n.a. - not applicable (no EMT)
 00 - not specified
- 5.11 Proportion of migrant students in project 5.11 0
 (Indicate specific percent)
 n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

- 6.1 Project states that a sociolinguistic survey: 6.1 I 1
 I for N-EMT group II for EMT group II _____
 parent opinion
 1 was made 1 not included in 1st yr of project
 2 will be made _____
 0 not mentioned _____

- 6.2 If a sociolinguistic survey was or will be made, 6.2 I 1
 mark all groups included: II _____
 I N-EMT II EMT
 1. parents X
 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 X

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

6.4 If not included in survey, how was student's language dominance determined? page 5
6.4 I 2
II 2

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

C, pp.10-12

See Xerox 5a, b

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 no
 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-EIT parents' attitudes toward maintenance of child's N-EIT in particular domains of use or complete shift to English 6.6 1
 1-yes parent's attitude toward program-F.E. p.18
 0-no

6.7 EIT parents' attitudes toward their children's learning of the N-EIT language 6.7 1
 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 1
 1-yes
 0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EIT maintenance determined? 6.9 3
 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 1
 0-not mentioned more parent participation sought on advisory board more surveys to be made F.E. p.19

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 sheet

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 parent's attitude toward program-F.E. p.18
 0-no 6.6 1
- 6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
 1-yes
 0-no 6.7 1
- 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 1
- 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 3
- 6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
 0-not mentioned more parent participation sought on advisory board more surveys to be made F.E. p.19 6.10 1

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= 5
II	E Dom EMT	N=	N= 5
III	E Dom NEMT	N=	N=

A Total Number Monolingual 5
 B Total Number Bilingual 5

Total Number of Teachers
 N 10

7.1

		No.	<u>5</u>
I	A	<u>0</u>	<u>0</u>
I	B	<u>5</u>	<u>50</u>
II	A	<u>0</u>	<u>0</u>
II	B	<u>5</u>	<u>50</u>
III	A	<u>0</u>	<u>0</u>
III	B	<u>5</u>	<u>50</u>
		A	<u>0</u>
		B	<u>50</u>
		N	<u>10</u>

the following:

- a. Those children who were the most recent arrivals from Hong Kong.
- b. Those pupils who were obviously non-verbal in the English language, as determined through kindergarten and first grade teacher observation. ✓

Pupils who were selected for the first year's pilot program included 14 new arrivals from Hong Kong, and 11 pupils who had resided in the United States anywhere from less than one-half year up to 5 years; and whose difficulty with the English language led to their inclusion in the program through teacher recommendation.*

3. Baseline Data and Evaluation

- a. During the first month of the pilot program a battery of six teacher-made tests was given each child to measure his "language starting point" relative to the program objectives as spelled out in the program proposal.
- b. Pre-tests

The pre-tests that were used to assist in the development of baseline data for the program evaluation consisted of the

*The staff chose to fill up the entry class with non-English speaking children over the option of having both non-Chinese speaking and non-English speaking in the same class because

- 1) the former presented a smaller range of needs than the latter;
- 2) the great number of foreign-born children.

following:

- 1) An interview, in English, was held with each pupil participant at the beginning of the school year in order to make teacher evaluation of the individual pupil's oral response to social questions. (For interview format, see page A1 of Appendix.)
- 2) An interview was introduced in Cantonese and carried out in English to determine the individual pupil's oral command of basic English language structure. This interview was tape recorded, and this pre-test tape recording at the end of the year will be used as part of the program evaluation. (See page A2 of Appendix.)
- 3) Class exercises introduced in Cantonese and conducted in English were instituted to obtain a "paper and pencil" record of each child's aural understanding of the basic English language structure. (See page A3 of Appendix.)
- 4) An interview was constructed half of which was conducted in Cantonese and half of which was conducted in English so as to obtain a record of each pupil participant's oral responses to questions utilizing basic English. (See page A4 of Appendix.)
- 5) An interview was developed and utilized to test each pupil participant's English and standardized Cantonese idioms. A record has been made of this pre-test also

and will be used in the program's evaluation. (See Appendix, page A5.)

6) A "paper and pencil" test was utilized to obtain a record of each pupil participant's ability to write at least 81 basic Chinese characters. (See Appendix, page A6.)

c. During the last two months of the project (May and June, 1970), post-tests utilizing items mentioned above will be given to each pupil in the program. The program's instructional team has also evaluated individual pupil progress within the program by using a staff devised check-list of pupil accomplishment. (For further information see page A7 of the Appendix.)

d. During the months of May and June, 1970, the pupils in the Chinese bilingual pilot program will also participate in the state-wide reading test required of all first grade children. A study made of reading scores of the first grade population of Commodore Stockton School using scores of last year's state-wide reading tests showed:

- 1) The average Hong Kong born child reads half a year below grade level (in this case grade level being at 2.0). Whereas the average English speaking United States born pupil reads, on the average, at the 2.0 grade level.
- 2) The same Hong Kong child reads at a 1.5 grade level in comparison to the 1.7 grade level score for the average United States born child regardless of language spoken at home.

- 3) The Hong Kong child with no kindergarten or with half a year or less of kindergarten reads at a 1.2 grade level in comparison to his peers who have had a year of kindergarten experience. Those who have had kindergarten training read on the average of a 1.5 grade level.
- e. The null hypothesis that is built into this pilot program is based upon the fact that 60 percent of the bilingual pilot class at the end of the year will read at the 1.2 grade level and that 20 percent of the class will read at the 1.5 level. The remainder, 20 percent of the class, will read at the 1.7 level. One of the major objectives of the pilot program is to achieve an over-all class reading score of 1.5 in reading. For further information on the reading survey upon which the above figures are based, see page A9 of the appendix.
- f. Although baseline data is now available to program staff members, an actual evaluation of the program has not yet been completed. The evaluation based on the aforementioned baseline data will be completed by June 30, 1970.

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)

C, p.31

see
Xerox
6a

	A Monolingual	B Bilingual
I N-E Dom N-EMT		6
II E Dom EMT		
II E Dom N-EMT		
A Total Number Monolingual		
B Total Number Bilingual		6
N Total Number of aides or paraprofessionals		6

7.2

	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II A	—	—
II B	—	—
A	0	0
B	6	100
N	6	

(inf) C, p.31
I, p.23

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.

C, p.46

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

7.5 Cultural affiliation of teachers, aides, project director, and evaluators by

II E Dom / ENT

II E Dom
1 N-EMT

A	0	0
B	6	100
N	6	

(inf)C, p.31
I, p.23

A Total Number Monolingual

B Total Number Bilingual
6

N Total Number of aides or paraprofessionals
6

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:
(Mark all that apply)

7.4 2

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.

C, p.46

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.	%
Chinese American	10	100%	Chinese American	6	100	1st yr	Chinese American		
						2nd yr			
0-not specified									

2. Paraprofessional Personnel:

- a. Paraprofessionals working in the program will have competency in both Cantonese and English. In this case, the definition of "competency" is the ability to use both languages fluently, as well as having the background and experience necessary to assist in the teaching of bicultural materials.
- b. Paraprofessionals in the program will be utilized in a number of ways; they will assist teachers in taking students on field trips; and, in some instances, they will assist the calligrapher in translating materials from Cantonese into English and from English into Cantonese.
- c. It is the responsibility of the administrator of the program, working in conjunction with the program classroom teachers, to evaluate the effectiveness of the program's paraprofessionals.

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

Number of N-EMT program teachers from local community 5
and % 50 of total N-EMT teachers.

7.6 No. 5 page 7
% 50

C, p.31--teachers have taught in community; F.E. p.22--teachers middle class,
7.7 students working class

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

7.7 No. %
A 10 100
B 6 100

if specified descriptively,

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

C, p.31

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, 7.8 no.'s
if given) 7, 2, 9, 10, 11, 20, 18

n.s.-qualifications not specified

0-previous courses not specified

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

See XEROX Copy 7a

C, p.45 20--experience working with Chinese children, strong in teaching ESL,
8.0 STAFF DEVELOPMENT knowledge, pref. experience 18 curriculum develop.

8.1 A 2, 4
B 2, 4

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 X
- 3-X as their second language X
- 4-The teaching of X as a second language X
- 5-Methods of teaching other academic subjects X
- 6-Methods of teaching other academic subjects in X language

- 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, 7.8 _____
 if given) 7, 2,9,10,11,20, 18

n.s.-qualifications not specified

0-previous courses not specified

See
XEROX
COPY 7a

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

C, p.45 20 -experience working with Chinese children, strong in teaching ESL, knowledge, pref. experience 18 curriculum develop.

8.0 STAFF DEVELOPMENT

8.1 A 2,4
 B 2,4

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 | <u>X</u> | <u>X</u> |
| 3-X as their second language | _____ | _____ |
| 4-The teaching of X as a second language | <u>X</u> | <u>X</u> |
| 5-Methods of teaching other academic subjects | _____ | _____ |
| 6-Methods of teaching other academic subjects in X language | _____ | _____ |

F.A.p.22 IMPROVED STAFF COMPETENCY

I X X

C, p.33 BILING. ED. TRAINING

6.2 Stated goals of teacher training are: 8.2 II _____ Students

- | | I | II | I N-EMT | II EMT |
|---|---|----|----------|--------|
| F.A. 1-Understanding of socio-cultural values and practices of _____ | | | <u>X</u> | |
| p.22 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)

See
XEROX
7b

QUESTION 7.6 AND 7.8

7a

1. Classroom Teachers

- a. The classroom teachers involved in the Chinese bilingual program are all bilingual in Cantonese and English, as well as experienced in teaching within a bilingual-bicultural environment.
- b. The teaching staff in the program has collectively had many year's of teaching experience within the Chinatown area. They are experienced first and second grade elementary teachers and are highly competent in teaching in either the English or the Cantonese language.
- c. During the first year of the program, the instructional staff, as well as the school administrators, developed an "onsite" evaluation method for measurement of classroom teacher effectiveness within the program. Also, the classroom teachers in the first year of operation of the bilingual program developed many teacher-made tests for the pupils enrolled in the program. The experience derived from the development of these tests will be used by the staff in the coming year for the development of similar pupil-evaluation instruments for the second grade. Also, of course, the staff will use California standardized tests to assist in measuring pupil progress in such subject areas as reading and mathematics.

c. Bilingual Classroom Teachers

Responsibilities:

The teachers will teach the bilingual classes and will act as coordinators of the bilingual curriculum and materials development.

Qualifications:

- 1) Must be an experienced teacher with a valid California

b. The teaching staff in the program has collectively had many year's of teaching experience within the Chinatown area. They are experienced first and second grade elementary teachers and are highly competent in teaching in either the English or the Cantonese language.

c. During the first year of the program, the instructional staff, as well as the school administrators, developed an "onsite" evaluation method for measurement of classroom teacher effectiveness within the program. Also, the classroom teachers in the first year of operation of the bilingual program developed many teacher-made tests for the pupils enrolled in the program. The experience derived from the development of these tests will be used by the staff in the coming year for the development of similar pupil-evaluation instruments for the second grade. Also, of course, the staff will use California standardized tests to assist in measuring pupil progress in such subject areas as reading and mathematics.

c. Bilingual Classroom Teachers

Responsibilities:

The teachers will teach the bilingual classes and will act as coordinators of the bilingual curriculum and materials development.

Qualifications:

- 1) Must be an experienced teacher with a valid California Elementary Teaching Credential.
- 2) Must be fluent in both English and Cantonese.
- 3) Must have experience in working with Chinese children.
- 4) Must demonstrate strength in teaching English as a second language.
- 5) Must demonstrate knowledge of curriculum development
- 6) Preferrably has experience in curriculum development.

STAFF DEVELOPMENT

To develop improved staff competences, nine all-day staff meetings were held and four outside consultants were employed. The evaluator, present at five of the nine meetings, observed a very favorable reaction of the staff to the various consultants. In fact, the evaluator considered the lectures an education for himself. The staff, while ethnically Chinese, were also educated in the areas of culture, history, festivals, and language. There were many healthy discussions relative to goals, objectives and direction as a result of this stimulation, and if combined with the data analysis, the gap between middle class teachers and working class children could be substantially narrowed.

One very important recommendation this evaluator has relative to staff development is that management not have a staff composed entirely of Chinese. While at first glance this alternative looks inviting, the results would probably be stifling to what is now a very energetic and dynamic program.

It is also recommended that the staff more effectively use their consultants. Rather than have a person lecture for a given period of time the staff should, in addition, be prepared to use the consultants as input to their formulae for solving their own classroom problems as well as those of the overall program. This past year there appeared to be a detachment on the part of the consultants from classroom activities.

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

8.3 3,9,12

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

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

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

3.6 Paraprofessional's role: 8.6 2,3,9,12,10

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

C, p.31 ⑥ assist in teaching ⑫ translating materials ⑩ assisting on field trips

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 5
(mark all that apply) A for teachers B for aides B 1,3,5,9

- 0-not specified
- ① University faculty _____ X (S.F. STATE)
- 2-project's Master Teachers _____
- ③ project's teachers _____
- 4-other (specify) _____
- ⑤ curriculum development ⑨ ed. consultants

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

	no.	%
1-bilingual teachers & curriculum developers	<u>1</u>	<u>50</u>
2-bicultural	<u>1</u>	<u>50</u>
3-N-ETI (specify background)	_____	_____

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

C, p.33 4-a week prior to school opening & on going with curriculum developer

8.10 Extent of training: 8.10 4,3
B (indicate no. of hours) B5 _____
6 _____
7 _____
C-1 week

See Xerox 76 A 1-approximately equivalent to a college course 5 _____ weekly
2-more than one course 6 _____ monthly
③ less than one course 7 _____ bi-monthly
4-other (specify) 1 week of pre-service training
9 all day meetings

8.11 Number and Proportion of teachers attending training: 8.11 1, 100
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) _____

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

8.6 Paraprofessional's role: 8.6 2,3,9,12,10

- 1-teaching whole class
- 2-teaching small groups
- 3-tutoring individually
- 4-clerical
- 5-contributing to bicultural component

how? _____

6-liaison with parents
 7-assist in teaching (12) translating materials (10) assisting on field trips

C, p. 31

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 5
 (mark all that apply) A for teachers B for aides B 1,3,5,9

See Xerox 6a

- 0-not specified _____
- 1-University faculty _____ X (S.F. STATE)
- 2-project's Master Teachers _____
- 3-project's teachers _____
- 4-other (specify) _____
- 5-curriculum development _____
- 6-ed. consultants _____

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

	no.	%
1	1	50
2	1	50
3		

- 1-bilingual teachers & curriculum developers
- 2-bicultural
- 3-N-EMT (specify background)

8.9 Training is provided: 8.9 1,2

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

C, p. 33

4-a week prior to school opening & on going with curriculum developer

8.10 Extent of training: 8.10 A

See Xerox 7b

- A 1-approximately equivalent to a college course 5 _____ weekly
- 2-more than one course 6 _____ monthly
- 3-less than one course 7 _____ bi-monthly
- 4-other (specify) 1 week of pre-service training
- 9 all day meetings

8.11 Number and Proportion of teachers attending training: 8.11

	no.	%
1	1	100

- 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) _____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 14, 6, 7

- 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 pre & post test
- 7-through a questionnaire
- 8-other (specify) _____

10.0 STAFF PATTERNS

- 10.1 Staff patterns: (mark all that apply)
- 0-not specified
 - 1-team teaching
 - 2-cluster teaching
 - 3-shared resource teacher
 - 4-other (specify) _____
 - "floating" 2nd grade teacher
C, p.21
- 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) ⑨-curriculum writer
- 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

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) | NE DOM
NEMT | E DOM
EMT | E DOM
NEMT |
| 0-not specified how long | | | |
| 1-as the alternative language of learning for as long as desired | X | | |
| 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 | | | |
| ④-program viewed as an educational prototype for a model of a full scale bilingual (K-12) program | | | |
- 11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue?

0-not mentioned if for a particular number of years:

1	2	3	4	5	6	7	8	9	10	11	12	13
												K-12

the over-all educational goal of the program to develop an educational prototype which may serve as a replicable model for the dev. of a full scale (K-12) biling. program

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

see Xerox 9a

- 10.3 Average number of pupils per class: 10.3 _____
 0-not specified
- 10.4 Average number of aides or paraprofessionals per class: 10.4 1
 0-not specified
- 10.5 Average number of N-ETT or bilingual aides (or paraprofessionals) per class: 10.5 1
 0-not specified
- 10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,2,3,5
- by: ①-individually 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

see Xerox 9a N-ETT 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 X _____
 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 11.1 I 1
 II _____
 II₁ _____

④-program viewed as an educational prototype for a model of a full scale bilingual (K-12) program 11.2 13

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

0-not mentioned the over-all educational goal
 if for a particular number of years: of the program to develop an educational prototype which may serve as a replicable model for the dev. of a full scale (K-12) biling. program

1 2 3 4 5 6 7 8 9 10 11 12 K-12

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

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

11.3 Second language learning is introduced in which grade: 11.3 I 1
 code: C= N.A. (if no ETT) II 2
 III _____

13= 14=
 for each group H.A. Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

I N-E DOM _____ X _____
 II EDOM _____ X _____
 III DOM/NEMT _____

I. Abstract

- A. The primary objective of this bilingual pilot program is to develop an educational prototype which may serve as the replicable model for the development of a full scale bilingual (K-12) program within the Chinatown-North Beach target area, as well as serving as a model for other areas in the State and nation that exhibit a similar educational problem.
- B. Other major objectives of this bilingual pilot program are to utilize an experimental class of 25 first grade students in which:
 1. Bilingual curriculum and materials (in English and Cantonese) will be developed.
 2. The students will be offered special, intensified instruction in both English and Cantonese.
 3. Materials will be developed and refined so that an expanded bilingual program (K-12) may be developed for the target area.
- C. Primary procedures to Achieve Stated Objectives:
 1. To establish a first grade class of 25 foreign born Chinese children at Jean Parker School.
 2. To hire a fully qualified bilingual (English and Cantonese) teacher and paraprofessional to operate the classroom aspect of the program.
 3. To employ a bilingual (English and Cantonese) curriculum writer and a clerk to develop a bilingual curriculum and education materials.
 4. To develop, under the program, a variety of bilingual materials and teaching strategies for the classroom.
 5. To devise and produce appropriate test instruments and procedures for evaluating student progress in English, Cantonese, and the general first grade curriculum.
 6. To establish a screening process for students and appropriate educational materials to be used within an efficient and effective bilingual program.
 7. To involve, through existing structures, interested agencies and organizations located within the target area so that strong community backing for the program may be achieved. This community backing will play a primary role in the development of a future, comprehensive bilingual program.
 8. To utilize fully a number of expert consultants in the field of bilingual education so as to assure for the effective success of the pilot program.

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

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

code: 13=College or University (Other professional training) 11.4 I 3-12
 14=Federal, State, or Private Vocational Job training II
 I₁

11.5 Second language learning for English dominant students is projected through grade: 11.5 I 3-12
 II

code:	no EIT specified	1	2	3	4	5	6	7	8	9	10	11	12
II EIT													
III N-EIT/E Dom													

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

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 N-E dominant is:

code. 0=not specified m=math s = science ss = social studies

11.7	11.8	11.9
min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.
11.9		% of time per day of instruction through N-EIT
Pre K		Pre K
1		1
2	60	2
3	240	3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12

reading, writing 25%

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

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

11.10	11.11	11.12	N.S
min. per day of instruction through N-EIT	Total Min. per day of any instruction	Subjects taught in native lang.	% of time per day of instruction through N-EIT
PreK			Pre K
1			1
2			2
3			3
4			4
5			5

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

11.5 I₂ 12
II

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 12

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 N-E dominant is:

code: 0=not specified m=nath s = science ss = social studies

11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.9 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K			Pre K
1			1
2			2
3	60	reading, writing	25%
4	240		3
5			4
6			5
7			6
8			7
9			8
10			9
11			10
12			11
			12

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

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

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

- 11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EIT-English dominant). English Mother tongue students do not receive instruction in a second language
 2-Chinese as a 2nd lang. taught to English-Dom. students.
 0-no English Mother tongue students
 2- 2 way - EIT 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:

11.13 2

code: 0 = not specified N.A. = not applicable, no English IIT students

	11.14 Min. per day of instruction through N-EIT	11.15 Total min. per day of any instruction	11.16 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EIT	NS
PreK				Pre K	
1				1	
2				2	
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 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)

both languages used by teacher and paraprofessional though emphasis placed on use of English.

Ex: "the teacher is careful to guide the discussion so that even during the "Cantonese period," English is also being used."

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds

	Min. per day of instruction through N-ELT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ELT	NS
PreK				Pre K	
1				1	
2				2	
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 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-ELT pupils.

8-other (summarize)

both languages used by teacher and paraprofessional though emphasis placed on use of English.

Ex: "the teacher is careful to guide the discussion so that even during the "Cantonese period," English is also being used."

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

12.0 1

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

See Kerok

2-Transformational-cognitive approach

Acquiring an understanding of the structural patterns or grammatical rules of a language.

Proj # 221
Proposal

DADE COUNTY PUBLIC SCHOOL SYSTEM

PROGRAM FEATURE	RELEVANT	IRRELEVANT
Students who were native speakers of English in Class.		Prefer to reach more immigrant Chinese speakers whose needs to learn are more urgent.
Large staff and many Classes.		Only one pilot class with one teacher and one paraprofessional and supportive services.
Six week workshop for Administrators and Teachers.		Lack funds and time.
Detailed linguistic sequences for English as a second language and Spanish as a second language were developed	Need detailed linguistic sequences for English as a second language.	No involvement of non-Chinese students.
Spanish as the vernacular given special attention	Attention will be given to Cantonese.	
In all areas of curriculum, bilingual curriculum in harmony with regular Dade County program as it appears in curriculum bulletins	Bilingual curriculum in harmony with regular SFUSD program.	but there may be in 2nd year
Special ESL materials were provided.	Same.	also perhaps Spanish don't students learning
Spanish basal reader, Spanish translation of science, health, math series. Spanish library books.	Same but in Chinese.	ESL

B. An Analysis of Successes and Failures in Meeting Performance

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Objectives:

1. Although it is a bit early to talk in terms of pupil successes and failures in the Chinese Bilingual Pilot Program, it is still possible to point to a few instances of success. As example:
The class had a conversation period in which children shared news items in either Chinese or English. At first the Hong Kong children spoke exclusively in Chinese. Six week after the semester began, however, the Hong Kong children started to use English. At this time almost all of them are using English within the conversation period. This conversation time was developed so as to utilize as fully as possible pupil participation. Now all of the pupils can ask questions, make comments, react to what is shared, and chime in (in English or Chinese) with any information they feel is relevant to the discussion. When the conversation period is structured to be carried out in the Cantonese language, the teacher is careful to guide the discussion so that even during the "Cantonese period" English is also being used. This particular activity has increased English proficiency of the Hong Kong born children beyond the expectations of the program staff. The fact should be emphasized that with the program only 8/10th of one year old the Hong Kong children in the class show a great willingness and ability to speak English. They are continually "trying out" their English on others and they no longer appear to be as subdued or passive as they were on entering the program.

The Hong Kong children now can read English with a fluidity and an intonation pattern that is not sing-song or recited in merely a word-for-word fashion. They appear to be finding the English language a comfortable medium in which to express themselves.

items in either Chinese or English. At first the Hong Kong children spoke exclusively in Chinese. Six weeks after the semester began, however, the Hong Kong children started to use English. At this time almost all of them are using English within the conversation period. This conversation time was developed so as to utilize as fully as possible pupil participation. Now all of the pupils can ask questions, make comments, react to what is shared, and chime in (in English or Chinese) with any information they feel is relevant to the discussion. When the conversation period is structured to be carried out in the Cantonese language, the teacher is careful to guide the discussion so that even during the "Cantonese period" English is also being used. This particular activity has increased English proficiency of the Hong Kong born children beyond the expectations of the program staff. The fact should be emphasized that with the program only 8/10th of one year old the Hong Kong children in the class show a great willingness and ability to speak English. They are continually "trying out" their English on others and they no longer appear to be as subdued or passive as they were on entering the program.

The Hong Kong children now can read English with a fluidity and an intonation pattern that is not sing-song or recited in merely a word-for-word fashion. They appear to be finding the English language a comfortable medium in which to express themselves. On the other hand, the non-standardized Cantonese speaking children in the program are progressing quite well in the Cantonese section of the class. Their basic Cantonese vocabulary has

increased and supplementary educational activities such as Chinese folk tales told in Cantonese; Chinese cartoon booklets; American folk tales retold in standard Cantonese; and basic Chinese vocabulary as developed on language master cards by the classroom teachers have proven to be most successful in terms of increasing the standard-Cantonese proficiency of the non-standardized Cantonese speaking children.

Under the social studies program component, the children experienced six first hand experiences with other American children during the year. A monthly program of visits to a neighboring school gave the children personal experiences with American holidays, with Americans. This relationship with English speaking pupils provided continuing motivation to be bilingual. The time spent together gave content and detail to their original vague impression of what being American was.

Every tradition celebrated at home was carefully observed in the classroom. Information, background, vocabulary were developed in conjunction with six Chinese holidays. As a result, parents say that their children are contributing to discussions at home. Parents may not know how much progress their children are making in understanding American life, but they surely recognize their child's growth in knowledge about their own Chinese customs.

2. On the other hand, there have been some failures thus far encountered in the program. It is really unfair at this point to call any particular aspect or component of the program a failure

since a full year has not been expended on the program, and it is neither scientific nor just to talk in terms of success or failure until the full measure of time has been utilized by the program staff. However, the one major weak point thus far discovered in the program is in the area of using cuisenaire rods in the arithmetic section of the class.

There wasn't enough time to let children have many experiences using the rods. A more direct route to conceptualizing might lie in the use of the abacus.

Even without the first hand experiences, the teacher compensated with explanations in Chinese of "greater than - less than" and "place value". After children had understood the operation, they quickly learned the English labels.

At the present time, most of the children are working at grade level, using the Greater Cleveland Math Books, supplied by the State.

C. Modifications of Long Range and/or Five Year Objectives as a Result of the First Year's Operations:

There will be no major modifications of the program's long-range goals or the five-year objectives. The over-all educational goal of the program to "develop an educational prototype which may serve as a replicable model for the development of a full-scale bilingual (K-12) program within the Chinatown-North Beach target area as well as to serve as the model for other areas within the State and Nation that exhibit similar educational problems" is still the primary aim of the program.

D. Modifications or Refinements of the Program as Originally Approved:

An important modification of the program as originally approved has been suggested by the staff. The class size of 25 foreign born children, written into the original proposal, is thought to be excessive by the staff members. Small children brought together in a bilingual and a bicultural situation need greater supervision as well as an environment that will allow them to work in small groups. Because the teacher in the entry classroom did not have the assistance of a paraprofessional and was unassisted for most of the day in her duties, it is the recommendation of the staff that two classroom teachers be assigned to the entry classroom in order to have the time needed during the day to try out educational innovations as well as revising teaching strategies.

An important clarification of the program objectives as originally approved for the entry class has been amended by the staff. With the entry class composed entirely of Chinese speaking children, here objectives referring to directions, social questions, etc. in Cantonese are for the children speaking non-standardized Cantonese dialects. Furthermore, two of the language skills mentioned on page 11 of the original proposal --as is now determined--should read:

"6. To read and write in English the words and sentences developed in the oral language activities. "

The reason for dropping "as well as Cantonese" is that in the Chinese language system, spoken and written language are not equivalent forms; that is, Chinese words are pronounced one way in speech and are pronounced another way when they are written.

Finally the objective having to do with Chinese writing should read:

"7. To read and write in Chinese the words and sentences chosen for stroke count and utility."

The reason is that many simple words in English are very hard to write in Chinese. It would be difficult to write many of the words mastered in English.

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

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

3-Grammar - Translation Method

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

13.0 4-to be developed by bilingual curriculum writer
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	Eng dom students	Eng dom students	none 1st year; 2nd year Eng. Dom. students of Chinese heritage
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 3
IIB NS

X X

13.2 ALM sequence followed:

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

13.2 IA 1
IB 1
IIA NA
IIB NA

1 1

13.3 Listening-speaking proficiency determined by:

- 1-measure of listening-speaking proficiency
- 2-informal assessment by teacher

13.3 IA 1,2
IB 1,2
IIA 1,2
IIB 1,2

1 1 1 1

to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method

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

13.0 4-to be developed by bilingual curriculum writer
DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-III* Language Skills Sequence

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

I		II		none 1st year; 2nd year Eng. Dom. students of Chinese heritage
Non Eng dom students	Eng dom students	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 3
IIB NS

---	---
---	---
---	---
X	X

13.2 All 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 NA
IIB NA

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

13.3 Listening-speaking proficiency determined by:

- 1-measure of listening-speaking proficiency
- 2-informal assessment by teacher

13.3 IA 1,2
IB 1,2
IIA 1,2
IIB 1,2

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

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-a specified period of time after learning to read in dominant language (e.g. a specific grade)
- 4-before learning to read in dominant language

13.4 IB 1
IIB 1

X	X
---	---
---	---
---	---

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:
 1-individually, when child is ready
 or at a specific time during grade: K
 ①
 ②
 3

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

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

---	---	---	---	13.6 IA	NS
---	---	---	---	IB	
---	---	---	---	IIA	
---	---	---	---	IIB	

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

---	---	---	---	13.7 IA	1
---	---	---	---	IB	
---	---	---	---	IIA	
---	---	---	---	IIB	

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

---	---	---	---	13.8 IB	2
---	---	---	---	IIB	2

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

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

14.0 I 2,4
 II 1,4

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.

---	---	X
-----	-----	---

C, p.16 ②-Second language learning is both a separate subject and also a medium of instruction for other subjects.

X	---	---
---	-----	-----

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

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

13.6 Reading readiness is determined by:

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

13.6 IA NS
 IB _____
 IIA _____
 IIB _____

13.7 Grade level reading is expected:

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

13.7 IA 1
 IB _____
 IIA _____
 IIB _____

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

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

13.8 IB 2
 IIB 2

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

14.0 I 2,4
 II 1,4

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.

X

C, p.16

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

X

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

C, p.20

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).

X

X

see Yeeoy
13a, b

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)

C. Modifications of Long Range and/or Five Year Objectives as a Result of the First Year's Operations:

There will be no major modifications of the program's long-range goals or the five-year objectives. The over-all educational goal of the program to "develop an educational prototype which may serve as a replicable model for the development of a full-scale bilingual (K-12) program within the Chinatown-North Beach target area as well as to serve as the model for other areas within the State and Nation that exhibit similar educational problems' is still the primary aim of the program.

the Summer of 1970, will be given preferential placement in the program's first grade. Also, because there is no bilingual kindergarten program in operation, all immigrant children within the kindergarten classes in Commodore Stockton School will be initially eligible for selection into the program's new first grade class.

All of the pupils who will be included within the three bilingual, bicultural classes next year will have a common educational need to learn, to think, and to express themselves in English as well as in Cantonese. Based on last year's experience, the program staff has found that bilingual instruction has proved to be extremely useful in:

- a. Teaching first grade level content in the native language (Cantonese), as well as developing greater facility and competency in that language, and greater understanding of basic English vocabulary.
- b. Introducing the English language to the "foreign born" as well as developing a basis upon which they may build a facility for the use of the English language. This held true not only for the "foreign born" pupils but for the "native-born" speakers as well.
- c. Teaching the skills of reading, writing, and speaking a second language to all pupils who were included in the program. The children's improved comprehension was evidenced by their questions and comments after every reading, presentation, and story.

7. The instructional staff of next year's Title VII Chinese bilingual program will consist of:

- a. Six classroom teachers
- b. Two curriculum writer-developers
- c. Four full-time paraprofessionals
- d. One calligrapher
- e. One part-time resource teacher
- f. One part-time paraprofessional

15.0 TREATMENT OF CHILD'S LANGUAGE:

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

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

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

3-Other (specify)

4 only standard Cantonese considered correct
C-Not specified C, p.17 p.15

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 1 IIA ___ IIB ___

②-Basal readers state texts

___ 1 ___ ___

3-Dialect readers

___ ___ ___ ___

④-Experience charts (stories dictated by children)

___ 1 ___ ___

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

- 1-Grade 1
- 2-Grade 2 Cantonese only
- 3-Grade 3
- 4-Beyond Grade 3 through grade 12
- 0-not specified

16.2 IA 4 IIA ___

(Please indicate "0" on line -)

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

0-none specified	___	___
1-pattern drills	___	X
2-dialog memorization	___	X
3-choral repetition	___	X
4-songs	<u>4</u>	X
5-programmed instruction	<u>5</u>	___
6-stories read to children	<u>6</u>	___
AUDIO VISUAL AIDS		
7-films, filmstrips	<u>7</u>	___
8-flannel or magnetic boards	<u>8</u>	___
9-realia, graphic displays	___	___
10-records, tapes	<u>10</u>	X
11-listening centers	<u>11</u>	___
12-multi-media approach	<u>12</u>	___

Experiential:

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)

4 only standard Cantonese considered correct

0-Not specified C, p.17
p.15

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

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

16.1 IA 1 IIB 1 IIIA 1 IIIB 1

2-Basal readers state texts

1 1 1 1

3-Dialect readers

1 1 1 1

4-Experience charts (stories
dictated by children)

1 1 1 1

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

1-Grade 1
2-Grade 2 Cantonese only
3-Grade 3
4-Beyond Grade 3 through
0-not specified grade 12

16.2 IA 4 IIIA 4

(Please indicate on line -)

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

- 0-none specified 1 1
- 1-pattern drills 1 X
- 2-dialog memorization 1 X
- 3-choral repetition 1 X
- 4-songs 4 X
- 5-programmed instruction 5 1
- 6-stories read to children 6 1
- AUDIO VISUAL AIDS
- 7-films, filmstrips 7 1
- 8-flannel or magnetic boards 8 1
- 9-realia, graphic displays 1 1
- 10-records, tapes 10 X
- 11-listening centers 11 1
- 12-multi-media approach 12 1
- Experiential:
- 13-role playing 13 1
- 14-puppetry 14 1
- 15-experience charts 15 1
- 16-primary typewriter 16 1
- 17-learning through direct experience 17 1
- with materials e.g. Montessori and discussion with peers
- 18-activity centers-chosen by child 18 1
- 19-other (specify) 19 1
- Learning outside the classroom:
- 20-field trips 20 1
- 21-suggested TV programs 21 1
- 22-other (specify) 22 1
- 5-Language master 5 1
- 34-Chinese cartoon booklets 34 1
- 23-games 23 1

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

16.4 3,4,5,7,9

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EMT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 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)

X Language textbooks-work out by special curriculum-not specified

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

- 0-not specified
- 1-see attached-page and document Sutherland Lessons BRL; McGraw-Hill Sullivan Reading Program Project H-200 developed by UCLA.

17.0 STUDENT GROUPING

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

17.1 3,4,5

- 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 L1 students)

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

17.2 0

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

17.3 Criteria for grouping:

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

18.0 TUTORING

(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)

X Language textbooks-work out by special curriculum-not specified

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

component are:

0-not specified

1-xerox attached-page and document Sutherland Lessons BRL; McGraw-Hill

Sullivan Reading Program Project H-200 developed by UCLA.

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3,4,5

0-not specified

0-not specified

Pupils of both linguistic groups are:

1-always mixed for all learning

2-mixed for language learning

3-mixed for some academic subject learning

4-mixed for non-academic learning; art, music, gym, health

5-separated for native and second language learning into

dominant language groups

6-separated for most academic subject learning into dominant language groups

7-never mixed for language or other academic learning

8-other (specify)

n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 0

(mark all that apply)

A-more than 1/2 the time

B Less than 1/2 the time

0-not specified

1-total class

2-small groups (specify size)

3-individual instruction

17.3 Criteria for grouping:

0-not specified

I Non Eng

Students

II Eng dom

III Eng dom

dom

EMT

NET

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/NET)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

18.1 1,2,4,6

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)

6-college students or adults

see xerox 17a-b

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified

18.2 2,3,4,

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

Assist teachers in taking students on field trips & in some cases assist calligrapher in translating materials from Cantonese into English and English into Cantonese.

18.3 Parent tutoring: (mark all that apply)

18.3 2, 4

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component parents trained in night program

5-in school through observation and guidance of teacher to keep up

6-as parent volunteers who tutor during the school day with their

7-materials are provided for use in home by parents children's

8-other (specify) vocabulary

19.0 CURRICULUM PATTERNS

19.0 4, 5, 10, 2The stated curriculum pattern of the bilingual project:

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

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

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

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

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

9-others (specify)

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

10-extensive "cultural heritage" program where trips are made to sites of community interest and to the places where the children's fathers work

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned

20.1 n.s.

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:

few materials specified; mentioned that cuisinaire rods were used but not successful with Chinese students, materials subject to curriculum developers

19.0 CURRICULUM PATTERNS

19.0 4,5,10,2

The stated curriculum pattern of the bilingual project:

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

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

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

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

9-others (specify)

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

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20.0 COGNITIVE DEVELOPMENT

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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:

few materials specified; mentioned that cuisinaire rods were used but not successful with Chinese students, materials subject to curriculum developers

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

0-method not mentioned

20.2 NA

1-specify or xerox p. no. and document

n.a.-no grade 4 or later grades

21.0 SELF-ESTEEM21.0 2,3,4,5,6,12

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 ethnic-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

Pupils choose activities from a variety of interest centers.

23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

23.1 2,4,5,6

See
XEROX
Copy 17a-c

- 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 STRATEGIES

22.0 1

See
XEROX
Copy 17a-c

- 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

Pupils choose activities from a variety of interest centers.

23.0 BICULTURAL COMPONENT

23.1 This program is:

23.1 2,4,5,6

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

some regrouping of the English as a second-language class and the Chinese as a second-language class; techniques such as "small group" and "large group" instruction will be utilized in such areas as Chinese physical culture and music. However, a large part of the school day will be spent in the "homeroom" where the bilingual teachers will be able to monitor closely the language growth of the pupils in the two classes so that neither group will become overwhelmed in its attempt to master English or Cantonese. The bilingual teachers have been and will continue to be aware of the emotional strain that many children experience in their attempts to communicate in a new language, as well as the tremendous educational motivation that may be generated by the pupil's ability to experience success in mastering a new language. Because of this, an extremely close relationship, based upon pupil faith in the teacher, is extremely necessary for the success of the program. The bilingual teachers who have operated in the first year of the program have been able to develop a strong rapport between themselves and their pupils. This rapport is based upon trust and faith in the teacher's abilities, and his interest in the pupil's academic success.

2. Because the children who will populate the two new bilingual second grade classes do not know one another very well and also because they will be separated by some cultural differences in areas such as language, common experiences, and family background, it will be incumbent upon the program to help "breakdown" the social barriers that now exist between the native-born pupil and the immigrant pupil. Within the next year's operation of the program some of the instructional thrust will be directed toward the program technique in which each

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child in the class will assist his peer in gaining language proficiency. Under the close supervision of the classroom teacher, the child who is highly competent in the Cantonese language will spend some of his classroom time in tutoring his American-born counterpart and his American-born colleague will spend some of his classroom time in tutoring the immigrant pupil in the English. Using this strategy, not only will the opportunity for language practice multiply, but a feeling of pupil competence can be developed. Because he will in effect play a part in the instructional program, the "immigrant child" may gain a feeling of greater confidence that may well lead to an alleviation of his feelings of inferiority to the native-born pupil. Also, this "peer tutoring" aspect of the curriculum may do much to breakdown the native-born pupil's feelings of being alienated from the Chinese language.

In the normal course of education of immigrant children, the son outstrips the father in acculturation. To help close the cultural gap, the teacher will supplement reading instruction with stories of people and familiar places in Chinatown and with stories about the children's fathers. The social studies will consist of onsite inspections of places in the community that father and son might value, and the arts appreciated by the child's family.

3. The educational objectives of the first grade bilingual program remain essentially the same as those described in the original program proposal entitled Chinese Bilingual Pilot Program. Also, with the changes already described, next year's first grade class will be based upon educational objectives that were developed and modified during

the year.

- 4. The educational objective (For specific types of behavior objectives see pages A11 to A21 in the Appendix.) for the second grade bilingual classes are based upon the pupil achievement of the following skills:

Hong Kong Children

U.S. Children

A) Language Arts (English)

A) Language Arts (English)

1) Listening

1) Listening

- a. To discriminate beginning sounds of words.
- b. To discriminate ending sounds.
- c. To hear and to remember poetry.

- a. To converse one to one with opposite language partner, topics covered in ESL and CSL.
- b. To ask questions and answer questions in inquiry session.

2) Speaking

2) Speaking

- a. To ask and answer social questions.
- b. To give a short talk with opposite language partner, topics covered in ESL and CSL.

3) Reading

3) Reading

- a. To read sight vocabulary of Dolch List depending on level of reading.
- b. To teach parents a word a week.
- c. To score between 2.0 and 3.0 in statewide reading word meaning and paragraph meaning test.

- a. To read sight vocabulary of Dolch List depending on level of reading.
- b. To teach parents a word a week.
- c. To score between 2.0 and 3.0 in statewide reading word meaning and paragraph meaning test.



23.2 Cross-cultural awareness:

23.2 NS

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

mentions only that the different values will be respected et al.
C, p.23 "One of the primary aims of the curriculum developed will be to assist pupils to make a synthesis of the bilingual & bicultural environment in which they live."
exchange visits with other schools

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

23.3 1

0-none mentioned

Exchange visits with other schools.

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

23.4 1,2,3,4

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 NENT or ENT
- 8-Other (specify)

see
xerox 18a

23.5 American culture is defined:

23.5 1

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

C, p.28-
29

See Xerox
Copy 18b

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:

24.1 1,3

0-group not specified

- ① project children

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

Exchange visits with other schools.

23.4 In the bicultural component knowledge of the N-EMT culture involves (mark all that apply) 23.4 1,2,3,4
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 Itenization 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)

See
xerox 18a

23.5 American culture is defined: 23.5 1

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

C, p.28-
29

See Xerox
Copy 18b

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 1,3

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 0

0-group not specified

1-project children

2-adults of the project community

3-teachers

no-ethnic studies library not mentioned

b. Chinese

- 1) Pupils to paint a picture of flowers and plants.
- 2) Pupils to make a ceramic bowl.
- 3) Pupils to perform a Chinese folk dance.
- 4) Pupils to sing a Chinese folk song.
- 5) Pupils to retell a Chinese folk tale.
- 6) Pupils to be able to use a brush for writing Chinese calligraphy.
- 7) Pupils to be able to work out simple math problems on an abacus.

D. Staff Development:**1. Classroom Teachers**

- a. The classroom teachers involved in the Chinese-bilingual program are all bilingual in Cantonese and English, as well as experienced in teaching within a bilingual-bicultural environment.
- b. The teaching staff in the program has collectively had many year's of teaching experience within the Chinatown area. They are experienced first and second grade elementary teachers and are highly competent in teaching in either the English or the Cantonese language.
- c. During the first year of the program, the instructional staff,

Continuation

5. Culture and Heritage.

a. American

- 1) Pupils to be able to identify individuals such as Washington and Lincoln.
- 2) Pupils to retell the story of early Chinese coming to America.
- 3) Pupils to be able to identify various institutions in Early San Francisco history, such as, the Cable Car and Old St. Mary's.
- 4) Pupils to be able to retell classic American Folk Tales, such as "Johnny Appleseed."
- 5) Pupils to be able to act out basic American social customs.

b. Chinese

- 1) Pupils to identify individuals such as Sun Yat Sen and Confucius.
- 2) Pupils to retell story of his father's journey to the United States.
- 3) Pupils to be able to identify various institutions located in Chinatown, such as, his Family Association, the Six Companies.
- 4) Pupils to describe where their fathers came from in China (village, city) and language or dialect spoken.
- 5) Pupils to be able to retell classic Chinese Folk Tales such as, The Two Brothers.
- 6) Pupils to be able to act out basic Chinese social customs.

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

24.3 1,3,6,7

0-method not specified

11,24

no-no provision for informing community

① bilingual newsletter

2 monolingual newsletter

③ news sent to mass media.

4-if articles included with project, check 4

5-bilingual fliers sent home

⑥ formal meetings

⑦ informal meetings open to entire community

8-meetings conducted in both languages

9-home visits

10-other (specify)

⑪ project director personally involved in program dissemination. specify how

makes news releases

admits observers

⑫ previous staff speakers and panelists for meetings; lessons sent home on tapes

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

24.4 3,4,6

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 only parents will be included in future

5-formal meetings open to the entire community

F.E. p.19

⑥ informal meetings with community groups

7-other (specify)

8-project director personally seeks involvement of community in program. specify how

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

24.5 3,2

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

-Bilingual Advisory Committee

24.6 The school is open to the community through:

24.6 2

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)

planned for future

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

- 24-previous staff speakers and panelists for meetings; lessons sent home on tapes

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

24.4 3,4,6

- 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 only parents will be included in future F.E. p.19
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. specify how

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

24.5 3,2

- 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

-Bilingual Advisory Committee

24.6 The school is open to the community through:

24.6 2

- 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)

planned for future
some tutoring planned for 2nd year
C, p.35

25.0 IMPACT EVALUATION

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

25.1 1,2,3,6

- 1-newspaper articles
- 2-radio programs
- 3-TV programs other news media
- 4-video-tapes
- 5-films
- 6-visitors to observe the program
- 7-releases made by program director

25.2 Project's impact:

25.2 1

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

26.0 ROLE OF EVALUATOR

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

26.1 2

- 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 2

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

27.0 EVALUATION PROCEDURE

SEE XEROX 5a-d

27.1 0-not specified

27.1 1

- 1-A comparison group has been chosen
- 2-A comparison group will be chosen

27.2 0-not specified (mark all that apply)

27.2 1,3,5,7

- 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 " "

20a

E. General Assessments of the Impact of the First Year's Operations on Participating Groups: schools, parents, teachers, community-- including unexpected effects.

In general, the impact of the program at this time has had the greatest effect upon pupils and parents. As has been stated, the pupils who entered the program speaking only Cantonese are making headway toward greater facility in the use of the English language under the program. Also, many parents are becoming extremely interested in the program and are highly supportive of it. They are indeed impatient to see the program expanded to other grade levels as soon as possible.

Since there is a great concern in the Chinatown area toward the education and assimilation of the "Hong Kong children", the community sees the bilingual pilot program as a method for the assimilation of the foreign born Chinese child into the Chinese-American Chinatown culture without leaving the heritage and the traditions of the home. It is not surprising that so many parents have shown such great interest and support of the Title VII Chinese Bilingual Pilot Program.

Question 25.2