DOCUMENT RESUME

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AUTHOR   Ehrlich, Roselin; Shore, Marietta Saravia
TITLE   Bilingual Education Program, Adelante! Content
              Analysis Schedule for Bilingual Education
              Programs.
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              Americans; Program Costs; Self Esteem;
              Sociolinguistics; *Spanish; Student Grouping;
              Tutoring
IDENTIFIERS   California; *Project BEST; St. Helena

ABSTRACT
              This content analysis schedule for the Bilingual
Education Program, Adelante, of St. Helena, California, 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 not been verified. (SK)

ED 080019

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

220
St. Helena
Calif.

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

_____ 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			

FL004519

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

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

Developed by Marietta Saravia Shore
Coordinator, BEARU

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

0.1 Project No. __220__

UNVERIFIED

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant __Roselin Ehrlich__ /mss   Date __Feb.1973__

0.2 Name of Project __Bilingual Education Program__ ¡ Adelante!

0.3 Address of Project __465 Main Street__

0.4 __St. Helena, Calif. 94574__

.05   STATE   0.5 __3__

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see $\boxed{97 - 1969}$ 1.1 __97__
Project   07 - 1970
No.   17 - 1971

2.0 FUNDING (Mark all that apply)

2.1   1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __0__
      VII continues or expands that program
      0-no prior funding mentioned

2.2   Year prior funding began   2.2 __n.a.__

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

2.4   Source of prior bilingual program funding: 2.4 __n.a.__
      1-local   4-university
      2-state   5-federal (specify)............
      3-foundation   6-other (specify)..............

2.5   1-CONCURRENT funding of program(s), if cooperating   2.5 __1__
      with Title VII program
      0-no concurrent funding mentioned

2.6   Concurrent program cooperating with Title VII involves: 2.6 __3__
      1-early childhood (pre K + K)
      2-elementary students (grades 1-6)
      3-secondary students (grades 7-12)

0.3 Address of Project __465 Main Street__

0.4 __St. Helena, Calif. 94574__

.05 STATE   0.5 __3__

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

    see   (97 - 1969)   1.1 __97__
    Project   07 - 1970
    No.   17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __0__
    VII continues or expands that program
    0-no prior funding mentioned

2.2 Year prior funding began   2.2 __n.a.__

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

2.4 Source of prior bilingual program funding: 2.4 __n.a.__
    1-local   4-university
    2-state   5-federal (specify)_____
    3-foundation   6-other (specify)_____

2.5 (1)-CONCURRENT funding of program(s), if cooperating   2.5 __1__
    with Title VII program
    0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 __3__
    1-early childhood (pre K + K)
    2-elementary students (grades 1-6)
    (3)-secondary students (grades 7-12)
    4-teachers
    0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII
    program: 2.7 __4__
    1-local   (4)-federal (specify) Title I; Title III
    2-state   5-other (specify) _____
    3-university 6-foundation support _____

2.8 Total Title VII grant (first year only)   2.8 $ __25,515__

2.9 Total funds for concurrent program(s) cooperating with   2.9 __20,000__
    Title VII (first year)

3.0 (1)-If a UNIVERSITY is working with the Title VII program,   3.0 __1__
    specify which: Napa Community College
    0-none   (Adult Ed. courses)

    p. A-18 C.

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program   4.1 ___1___
   1-one   4-four   C-not specified
   2-two   5-five
   3-three   6-other

4.2 Total number of students in program A.First year   4.2 A _____
                                         B.Second year   B _50_
                                         C.Third year   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)

	Number of		Number of	4.3 PSK __0__
Grade	Classes	Grade	Classes	A __0__
PS-PreSchool	_____	7-grade 7	....	B _14_
K-Kndgtn	_____	8-grade 8	....	C _36_
PSK _____ TOTAL NO. students PS and K		9-grade 9 ....✓....		
		B _14_ TOTAL students gr. 7-9		

1-grade 1   _____
2-grade 2   _____
3-grade 3   _____
4-grade 4   _____
5-grade 5   _____
6-grade 6
A _____ TOTAL students gr. 1-6

(10)-grade 10 _16_ students
(11)-grade 11 _11_ "
(12)-grade 12 _9_   "
C _36_ TOTAL students gr. 10-12

4.4 1-All classes graded   4.4 ___1___
    2-All classes ungraded
    3-Some classes ungraded
    If ungraded, specify ages or grades grouped together: _9,10,11,12 grades_
                                                           sect. C- Cont.

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

	I Non-English Dominant	II English Dominant	5.0	No. %
1. Total Non-English Mother Tongue	I N-E Dom – NEMT 40	II E-Dom – NEMT 0	NE dom I N-EMT	40 80 %
2. Total English Mother-Tongue		II₂ E-Dom – EMT 10 inf.	E dom NEMT II₁	... ...
			E-Dom II₂ EMT	10 20 %
	I Total Non-English Dominant: 40	II Total English Dominant: 10	Total E-Dom II= II₁ + II₂	10 20 %

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

Grade	Number of Classes		Grade	Number of Classes	4.3 PSK	**O**
PS-PreSchool	....		7-grade 7	....	A	**O**
K-Kndgtn	....		8-grade 8	....	B	**14**
PSK .... TOTAL NO. students PS and K			(9)grade 9	✓	C	**36**
			B **14** TOTAL students gr. 7-9			

1-grade 1	....		(10)grade 10	**16**	students
2-grade 2	....		(11)grade 11	**11**	" "
3-grade 3	....		(12)grade 12	**9**	" "
4-grade 4	_____		C **36** TOTAL students gr. 10-12		
5-grade 5	_____				
6-grade 6	_____				
A .... TOTAL students gr. 1-6					

4.4 1-All classes graded   4.4 __**1**__
     2-All classes ungraded
     3-Some classes ungraded
     If ungraded, specify ages or grades grouped together: __**9,10,11,12 grades**__
                                          sect. C-Cont.

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	II English Dominant	5.0	No. %
1. Total Non-English Mother Tongue	I. N-E Dom - NEMT **40**	II E-Dom - NEMT **O**	NE dom I N-EMT	**40 80%**
			E dom NEMT II₁	....
2. Total English Mother-Tongue		II₂ E-Dom - EMT **10** inf.	E-Dom EMT II₂	**10 20%**
	I Total Non-English Dominant: **40**	II Total English Dominant: **10**	Total E-Dom II= II₁ + II₂	**10 20%**

$NE\ dom\ I\ N\text{-}EMT$, $E\ dom\ NEMT\ II_1$, $E\text{-}Dom\ EMT\ II_2$, $Total\ E\text{-}Dom\ II = II_1 + II_2$

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

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

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1 _____	_____ %	_____
A2 Cherokee	A2 _____	_____ %	_____
A3 Other (specify)	A3 _____	_____ %	_____
A TOTAL No. of American Indian A	_____	_____ %	_____

Americans of other ethnic backgrounds:

	Number	Per Cent	check
B1 Mexican-American	B1 **40**	**80** %	✓
B2 Puerto-Rican	B2 _____	_____ %	_____
B3 Cuban	B3 _____	_____ %	_____
B4 Other Spanish-American (specify)	B4 _____	_____ %	_____
B TOTAL No. of Spanish-speaking Americans	B **40**	**80** %	✓
C Portuguese-American	C _____	_____ %	_____
D Franco-American	D _____	_____ %	_____
F Chinese-American	F _____	_____ %	_____
G Eskimo	G _____	_____ %	_____
H Russian	H _____	_____ %	_____
J Other	J _____	_____ %	_____
I TOTAL number of N-EIT target students	**40**	**80** %	✓

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

E1 **Anglo**	E1 **10**	**20** %	✓
E2 _____	E2 _____	_____ %	_____
II TOTAL number of EIT students other than target population	**10**	**20** %	✓

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

5.4 **0** _____

(specify)

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

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent				
Number	%	not spec.	No.	%	not spec.	only listening comprehension No.	speaking ability % No.	%
D **10** English American	**20**	**inf.**	**10**	**20**				

B1 Mexican-American	B1	**40**	**80** ;	✓
B2 Puerto-Rican	B2			
B3 Cuban	B3			
B4 Other Spanish-American (specify)	B4		;	
B TOTAL No. of Spanish-speaking Americans	B	**40**	**80** ;	✓
C Portuguese-American	C		;	
D Franco-American	D		;	
F Chinese-American	F		;	
G Eskimo	G		;	
H Russian	H		;	
J Other	J		;	

I TOTAL number of N-EMT target students   **40**   **80** ;   ✓

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

E1 **Anglo**   E1 **10**   **20** ;   ✓

E2 ....   E2 .... ;   .....

II TOTAL number of EMT students other than target population   **10**   **20** ;   ✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.   5.4 **0**

(specify.)

Dominant language	Different Native Language	Number	Per Cent
1-English			
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. **inf.**	No.	%	not spec. only listening comprehension No.	speaking ability %	No. %
E **10**	English	**20**	.....	**10**	**20**	-	.	.
A	American Indian		.....	....	....	.....	... ..	.....
A1	Navajo	.....	.....	....	....	.....	...	...
A2	Cherokee	.....	.....	....	....	.....	...	...
A3	Keresan	.....	.....	....	....	.....	...	...
A4	Other (spec.)	.....	.....	....	....	.....	...	...
B **40**	Spanish	**70**	✓	....	....	✓	...	...
C	Portuguese	.....	....	....	....	....	...	...
D	French	.....	....	....	....	....	...	...
F	Chinese	.....	....	....	....	....	...	...
G	Eskimo	.....	....	....	....	....	...	...
H	Russian	.....	....	....	....	....	...	...
J	Other (spec.)	.....	....	....	....	....	...	...

5.6 Recruitment of Students: 5.6 __3__
   0 - not specified
   1 - English Mother Tongue and Non English Mother Tongue
       Students are required to participate in the bilingual program **PA-2 C.**
   2 - Only N-EMT are required to take program, EMT's participation
       is voluntary
   3 - Both EMT and N-EMT participation is voluntary
   4 - Students selected according to some criteria of project (in addition to
       language)

5.7 Proportion of E:om pupils in project area: see Chart C 5.7 __85 0/0__
    n.s. not specified on the chart

5.8 Community Characteristics (mark all that apply) 5.8 __3,4__
    (% if more than one category, indicate percent for each)
    1 - inner city-ghetto,barrio .... %
    2 - major city   %
    3 - small city, town or suburb **20** %
    4 - rural, farm   **80** %
    5 - other (specify)
        reservation

5.9 A. Socio-economic status of **N-EMT** participating students 5.9 A. __5 %__
       (indicate specific percent of low SES)
    B. Average family income, if mentioned B. **n.s.**
       n.s. - not specified

5.10 Socio-economic status of EMS participating students 5.10 __n.s.__
     (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 **80 %**
     (Indicate specific percent) **According to Federal Definition**
     n.s. - not specified **15% According to California definition**

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __0__
                                                       II __0__

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

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

	I N-EMT	II EMT
1 parents		
2 children		
3 teachers		
4 community		
5 others		
(specify)		

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers)
    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 ....
                                                                      B **na**
    USE NON-ENGLISH LANG.   USE ENGLISH   C ....

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING

5.8 Community Characteristics (mark ally that apply)   5.8 **3,4**
    (% if more than one category, indicate percent for each)
    1 ⁻ inner city-ghetto,barrio ......%
    2 ⁻ major city   %
    3 ⁻ small city, town or suburb **20** %
    .4 ⁻ rural, farm   **80**.%
    5 ⁻ other (specify)
       reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. **5** %
     (indicate specific percent of low SES)
   B. Average family income, if mentioned   B. **n.s.**
    n.s. _ not specified

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

5.11 Proportion of migrant students in project   *According to Federal Definition* 5.11 **80** %
    (indicate specific percent)
    n.s. - not specified *15% According to California definition*

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I **0**
               I for   II for   II **0**
               N-EMT group   EMT group

    1 was made
    2 will be made
    0 not mentioned

6.2 If a sociolinguistic survey was or will be made,   6.2 I **na**
    mark all groups included: II
               I N-EMT   II EMT

    1 parents
    2 children
    3 teachers
    4 community
    5 others
      (specify)

6.3 Language dominance of N-EMT groups (check A_parents, B__children, C_teachers)
    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
                                                     B **na**
              USE NON-ENGLISH LANG.   ⁻ ⁻ USE ENGLISH   C

DOMAINS:	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 6.4 I **4**

determined?

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

II **4**

6.5 <u>Sociolinguistic Survey includes</u>: (check all that apply)   6.5 **na**
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   6.6 **na**
N-EIT in particular domains of use or complete shift
to English
1-yes
0-no

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

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

6.9 If not included in survey how were parental and/or   6.9 **3**
community attitudes toward N-EIT maintenance
determined?
1-will not be assessed
2-will be assessed, method not specified   **p4 Eval**
3-has been or will be assessed by method other than
sociolinguistic survey (specify how) **Questionnaire**

See XEROX p.5a

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

7.0 STAFF SELECTION

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

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

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

sociolinguistic survey includes items covering:

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

6.6 __ng__

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

6.7 __ng__

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 __na__

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) __Questionnaire__

6.9 __3__

p4 Eval

see XEROX p.5a

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

6.10 __ns__

7.0 STAFF SELECTION

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

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

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II₁ E Dom NEMT	N=	N=

A Total Number Monolingual __0__   B Total Number Bilingual __3__

Total Number of Teachers N __3__ **inf.**

7.1		No.	%
I	A		
I	B	ns	
II	A		
II	B		
II₁	A		
II₁	B		
	A	0	0
	B	3	100
	N	3	

inf. p A-11 C

1st yr - bilingual teacher had anglo name-
2nd yr - not specified

ST. HELENA BILINGUAL PROJECT

Parent Comments -- Questionnaire to Parents Describing

St. Helena Bilingual Project

__25__ Questionnaires sent to parents

__8__ Questionnaires returned

1. Se ha dado vd cuenta que su hijo estudiaba un programa especial en la escuela. Asignaturas como historia Mexicana, lectura y estudios del inglés.

__6__	__2__
Si	No

2. Le complace saber que tales estudios se le ofrecen a su hijo.

__8__	_____

3. Quisiera vd saber más sobre el programa especial que se ofrece en la escuela?

__8__	_____

4. Pudiera vd asistir a una reunion donde se explicara el programa?

__8__
(depende del día y la hora)

5. Escriba vd cualquiera ideas que tengu vd tocante a la escuela o los estudios de su hijo.

(1) Yo tengo mucho interes en ese programa. Mi mayor espero es de que mi hijo aprenda inglés.

(2) Que es magnifica estas instrucciones, porque tomaran mas conocimiento de esa cultura.

T

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

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

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

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II₁ E Dom N-EMT		

A Total Number Monolingual **0**

B Total Number Bilingual **3**

N Total Number of aides or paraprofessionals **3**

7.2	No.	%
I A	— NS —	
I B		
II A		
II B		
II₁A		
II₁B		
A	**0**	**0**
B	**3**	**100**
N	**3**	

inf.

7.3 **2**

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

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

p A-11 C

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 **?**
(Mark all that apply)

1-Bilingual aides instruct in only one language
 1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
 Bilingual aides who instruct in only one lang. teach in their native lang.:
 1b-only if native language is also their dominant language
 1c-even if native language is not their dominant language
 1-0 not specified

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

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

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

II E Dom
EMT

II $_1$ E Dom
N-EMT

```
                                          II A
                                          II B
                                          II $_1$A
                                          JI$^1$B
                                            $_1$      A  0    0
                                                      B  3    100
                                                      N  3
```

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	3	3

inf.

7.3 Language(s) used by bilingual program teachers: 7.3 __2__
(Mark all that apply)

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   p A-11 C
        1-0-not specified

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

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 __2__
(Mark all that apply)

1-Bilingual aides instruct in only one language
  1a-Bilingual aides who instruct in only one language teach in
    their dominant language, whether or not it is their native language.
  Bilingual aides who instruct in only one lang. teach in their native lang.:
  1b-only if native language is also their dominant language
  1c-even if native language is not their dominant language
  1-0 not specified
2-Bilingual aides instruct in both their native and second language,
 regardless of which is their dominant language.

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

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

A. Teachers No. %	B. Aides No. %	C. Proj. Director	D. Evaluator(s)No. %
ns	ns	Anglo	ns

0-not specified

7.6 <u>Selection of N-EMT teachers from local community</u>
0-not specified

7.6 No. ___ns___

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

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

7.7 No. %
A. ___ns___
B

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

7.8 <u>Teacher Qualifications</u> - Training and experience prior to project
(Indicate number of teachers with each qualification,
if given)

7.8 __7, 17__   no.'s __3, 3__

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a
    standardized proficiency test of the non-English language through
    which (s)he will instruct

2. ___ teacher must meet a specified level of communicative competence in
    the non-English language determined by a structured interview/fluency

3. ___ previous teaching through N-EMT (in country where it is a native/native-
    language, in Peace Corps)   like
                                                                     com-
4. ___ previous teaching in local area/live in the community   petence

5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin

6. ___ courses in N-E literature/ or literacy in Spanish

inf.   7. __3__ must be bilingual
        8. ___ any previous education through N-EMT/content of courses learned through
        9. ___ courses in teaching ESL/audio lingual approach   N-EMT
pA-1C   10. ___ courses in methods of teaching N-EMT language/language development
        11. ___ courses in methods of teaching content (e.g. math)in N-EMT
        12. ___ certification in ESL/or experience teaching ESL
        13. ___ certification in teaching N-EMT
        14. ___ cross cultural courses
        15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
        16. ___ other qualifications, specify   travel
            17 **1 credential**

8.0 STAFF DEVELOPMENT

8.1 A __2__
    B __8, 4, 2__

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)

pA-17   n.s.-Training indicated, but nature not specified ___
        1-English as their second language ___
C   (2)The teaching of English as a second language ___   X   X
        3-X as their second language ___
        (4)The teaching of X as a second language ___   X   p C-17(on't
        5-methods of teaching other academic subjects ___   C-20 C
        6-methods of teaching other academic subjects
          in X language ___

B = aides

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 **7,17** . **3,3**
if given)

n.s.-qualifications not spcified
0-previous courses not specified

1. ..... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ..... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ..... previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ..... previous teaching in local area/live in the community   competence
5. ..... courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ..... courses in N-E literature/ or literacy in Spanish
7. **3** 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
16. ..... other qualifications, specify   travel

17 I credential

inf.

pA-1C

8.0 STAFF DEVELOPMENT   8.1 A **2**
B **8,4,2**

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)

pA-17
C

	A. Teachers	B. Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	X
3-X as their second language		
4-The teaching of X as a second language		X
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		
8-**training in bilingual Ed.+ its components**		X

p C-17(on't
C-20 C

8.2 Stated goals of teacher training are: 8.2 I **8,17,10**
II **8,17,10**   Students
I N-EMT   II EMT

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

PA-17
Con't
C-22C

List specific courses if given (or Xerox and attach)

17-Development of specific materials for bilingual class   X   X

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8.3 Methods of Teacher Training: (Mark all that apply)   8.3 __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 teachersfor feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)
(12) sessions / institutes

A-17 Con't

8.4 Project provides released time to teachers and paraproffesion-   8.4 __0__
als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit   8.5 __0__
toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____

8.6 Paraprofessional's role: 8.6 __2,3__

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

PC-1 Con't

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A __hs__
    (mark all that apply)   A for teachers   B for aides   B_____

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

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

8.9 Training is provided: 8.9 __1,2 inf.__
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A __3__
    B (indicate no. of hours)   B5____
A 1-approximately equivalent to a   5 __hs__ weekly   6__25__
  college course   6 ____ monthly   7__V__
2-more than one course   7 __V__ bi-monthly
3-less than one course
4-other (specify) _____

8.11 Number and Proportion of teachers attending training: no.   %
    or: if specified descriptively, indicate: 8.11 __3+__ __100__
0-not specified   6-most   inf.
1-100%   7-many
2-more than 75%   8-few
3-50-74%   9-other (specify)_____

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit   8.5 __0__
toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____

8.6 Paraprofessional's role: 8.6 __2,3__

1-teaching whole class   p C-1 Con't
②-teaching small groups
③-tutoring individually
4-clerical
5-contributing to bicultural component
    how ? _____
6-liaison with parents

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

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

8.9 Training is provided: 8.9 __1,2 inf.__
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 4 __3__
                                                                           B5 __
A-1-approximately equivalent to a   B (indicate no. of hours)   6 __75__
    college course   5 __hs__ weekly   7 __✓__
2-more than one course   6 __✓__ monthly
3-less than one course   7 __✓__ bi-monthly
4-other (specify) _____

8.11 Number and Proportion of teachers attending training: 8.11 __3__ __100__
                              or: if specified descriptively, indicate: inf.
0-not specified   6-most
1-100%   7-many
2-more than 75%   8-few
3-50-74%   9-other (specify)_____
4-25-50%
5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply)   9.1 __0__
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:

  0-not specified
  1-team teaching
  2-cluster teaching
  3-shared resource teacher
  4-other (specify) _____

  (1)-bilingual teacher
  (2)-ESL teacher
  3-bilingual coordinator
  (4)-aides or paraprofessionals
  5-consultant psychotherapist
    or guidance counselor
  6-other (specify) _____

10.1 __1__

10.2 __1,4,2__

p A-15 Con't

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

10.3 __nS__

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

10.4 __1__

10.5 Average number of N-ENT or bilingual aides (or para-
  professionals) per clas:
  0-not specified

10.5 __1__ in P.
p A-11 C

10.6 Special aide to pupils having most difficulty in learning
  is given:
  1-individually
  2-in small groups
  0-not specified

  by: 3-teacher
      4-special remedial teacher
      5-paraprofessional
      6-parent tutor
      7-older student tutor
      8-peer tutor
      9-not specified
      10-no special help given

10.6 __1,2,5__

p C-1 Con't

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

	I	II	II$_1$
N-ENT language will be maintained in program: (mark all that apply)	HE DON NENT	E DON EMT	E DON NENT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	X.	X	X
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 __2__   A-11
    II __3__
    II$_1$ __3__   C

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

11.2 __nS__

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

....

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

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

10.4 Average number of aides or paraprofessionals per class: 10.4 __1__
    0-not specified

                                               1 in P.

10.5 Average number of N-EMT or bilingual aides (or para- 10.5 __1__
    professionals) per class: p A-11 C
    0-not specified

10.6 Special aide to pupils having most difficulty in learning 10.6 __1,2,5__
    is given:
    1-individually   by: 3-teacher
    2-in small groups   4-special remedial teacher   p C-1 Con't
    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 II_1

	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			
(2)-as the medium of instruction for special subject matter (e.g. cultural heritage)	X	X	X
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 __2__   A-11
   II __3__
   II_1 __3__   C

11.2 How many years does project state is optimal for instruction 11.2 __ns__
    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

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

    1 =
    2 =

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

11.3 Second language learning is introduced in which grade: 11.3 I __9__
    code: C= N.A. (if no EMT)   II __9__
                13=   14= II_1 __9__

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM												X			
II E DOM												X			
II_1 E DOM/NEMT												X			

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)	00 0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-3 DOM		...	..	..	X	...	...	...
II E-DA - EIT		...	...	...	X	...	...	...
II₁ E-DOM/NEIT		...	...	..	X	...	...	...

code: 13=College or University (Other professional training) 11.4 I .. **7-8**
14=Federal, State, or Private Vocational Job training   II .. **7-8**
                                                          I₁ .. **7-8**

11.5 Second language learning for English dominant students is   11.5 I₂ **12**
projected through grade: II **12**

code: 00 if 0 not   grades
      no EIT specified 1 2 3 4 5 6 7 8 9 10 11 (12) ρ A-7 C

II EIT	...	...	...	X
II₁ N-EIT/E Dom	...	...	...	X

11.6 Learning in their native language for Non-English dominant   11.6 .. **13**
students is projected through grade:
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 **LA = Language Arts**

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K				Pre K
				A
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns	ns	LA, SS, S *	9 ns
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)			LA, SS, S	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	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
Pre K				Pre K
1				1
2				2
3				3
4				4
				5

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

11.5 I₂ **12**
II **12**

00 if 0 not   grades

code: no EdT specified 1 2 3 4 5 6 7 8 9 10 11 (12) ρ A-7 C

I EdT _____   _____   __ ___ ___ ___ __ ___ ___ ___ __   X

Iₐ N-EdT/E Dom __ __   ___   ___ ___ ___ ___ ___ ___ ___ ___ __ __   X

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-EdT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies LA = Language Arts

	11.7 Min. per day of instruction through N-EdT	11.8 Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EdT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns	ns	LA, SS, S *	9 ns
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)	↓	↓	LA, SS, S	12 ↓

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

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

	11.10 Min. per day of instruction through N-EdT	11.11 Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EdT
Pre K				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
(9)	ns	ns	LA, SS, S *	9 ns
(10)			LA, SS, S	10
(11)			LA, SS, S	11
(12)	↓	↓	LA, SS, S	12 ↓

* Core curriculum see Xerox C, A-11

11.13 1-Program is one-way - only non-English Mother Tongue
       students (including N-EMT-English dominant). English
       Mother tongue students do not receive instruction in
       a second language
       0-no English Mother tongue students
       2- 2 way - EMT learn the second language
   11.13 __2__

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

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

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

See xerox -C, A-12

11.17 Mixed or separate language usage by teacher and/or aide
       in the classroom (mark all that apply)
   11.17 __2, 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.
   ESL (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 para-
         professional 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. Spanish Humanities
       7-the teacher uses English and the paraprofessional then translates
         the same material for N-EMT pupils.
       8-other (summarize)

inf. p A.12 C,

p C-1 Con't

12.0 METHODS OF SECOND LANGUAGE TEACHING
   12.0 __1__

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

1-Audio-lingual habit skills or behavioral approach. Emphasis

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

See xerox -C, A-12

11.17 <u>Mixed or separate language usage by teacher and/or aide</u>   11.17 ___
      in the classroom (mark all that apply)   **2,6**

      0—not specified
      1—languages are never mixed by either the teacher, aide or the   in f. p A.12
        pupil in any one class period; only one language is used.   P c,
ESL (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.   P C-1
      4—the teacher uses only one language; however, the aide or para-   Con't
        professional 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. **Spanish Humanities**
      7—the teacher uses English and the paraprofessional then translates
        the same material for N-EIT pupils.
      8—other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

      (Mark all that apply; some projects may use a combination   12.0 __1__
      of methods)

    1—Audio-lingual habit skills or behavioral approach. Emphasis   Pg C-1
      on communication. Includes contrastive analysis of sounds   con't
      (units) in both languages by teacher and students, student
      repitition of tapes and/or fluent teachers' model sentence
      patterns until responses are automatic. Structural drills and
      dialogues are systematically presented. Includes direct as-
      sociation between object and word in second language in a
      sequence of patterns learned in complete sentences. Inductive-
      generalizations drawn from examples.

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

Plans for the Second Year of Operation

Instructional Components

The instructional components for the second year of operation will be the following
five course offerings:

1. Spanish Communication Skills for Spanish Speaking (Obj. No. C.5, D.2)

   a. Many students defined as Group II in Statement of Need speak Spanish at
   home, but with limited oral vocabulary, lack of fluency and little or no
   reading or writing skills. They are often ashamed of their mother tongue.

   b. Vocabulary, grammar, composition, reading skill and appreciation of
   literature in Spanish.

   (as stated in original application)

2. Two Period Core Homeroom Program (Obj. No. A:1, 2, 3, 4, 5; C:1, 3, 7, 8,
   10 and D:3, 5)

   a. Course outline and detailed procedures to be developed by Bilingual
   teacher, during summer with assistance of Mexican-American Research Project
   and from Bureau of Elementary and Secondary Education and others.

   b. Instruction to be conducted by Bilingual teacher and aide in both Spanish
   and English using experiences and concept development as a medium to increase
   skills for attainment of behavioral objectives.

   c. Subject areas to include humanities, social science, science, English as
   a Second Language, reading improvement:

   (as stated in original application)

   The title of this offering has been changed to Independent Study. This
   component will not be a two-period homeroom program, because of scheduling
   difficulties. Instruction will be conducted by Bilingual teacher and aide
   in both Spanish and English using experiences and concept development as a
   medium to increase skills for attainment of behavioral objectives. Subject
   areas will include humanities, social science, science, English as a Second

   A-11

Continuation 1970-71

Language, and reading improvement,

The course outline and detailed procedures to be developed by Bilingual teacher, during summer, was not accomplished because the teacher was attending Cal Poly's Summer Session which did not serve its intended purpose. Both the Mexican-American Research Project and the Bureau of Elementary and Secondary Education were willing to help in development of outline and procedures, but were unavailable in the summer months. Calexico has been most generous in sending course outlines and procedures of geography and citizenship taught in Spanish in its Bilingual Program.

Subject areas covered in the first year of operation concentrated on English as a Second Language and reading improvement since there were no satisfactory materials available in Spanish for the areas of humanities, social science and science.

3. Honors Course: Humanities Taught in Spanish (Ojb. No. C:5, D:2)

a. To be offered to juniors and seniors with adequate skill in Spanish, curriculum to be based on that used in regualr Humanities course with adaptations and emphasis on the contributions of Mexico and Mexicans.

(as stated in original application)

This component has been retitled as Spanish Humanities, since the original title Honors in Humanities was frightening to both Anglo and Mexican-American students.

Due to the requests of numerous Mexican-American students, the course will be conducted in both Spanish and English. The Mexican-American students wanted this expansion in order to include Anglos in the course.

The instructional program will base its curriculum on the contributions of Mexico and Mexicans to the United States in general and California in particular. The students will study other monority groups, drawing value judgments on current problems, and evaluating the methods used by these

groups to correct the problems. The students will study the role of
Mexico in the early civilization of America.

The humanities class will be conducted in conjunction with EPOCH's research
in materials on minority groups in the United States.

4. English as a Second Language

Although ESL is a part of the other instructional components in the program,
need for concentrated instruction has been shown. Heavier emphasis on ESL
must be made at some point of the daily program. The Bilingual teacher
feels after the first year's operation that it is impractical not to make a
certain emphasis in this subject area for one period of the day.
Instruction to be conducted by the Bilingual teacher and aide in both Spanish
and English, using audio-visual methods, to improve students' skills in
listening, speaking, reading, and writing skills in English.

5. Enrichment Activity

This course is designed as a voluntary activity program for all students
interested in Mexican cooking and folk dancing.

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

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

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II 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

program begins in 9th grade

13.1 IB **ha**
     IIB **ha**

___ (not applicable)

13.2 ALM sequence followed:

	I A in dom	I B in second	II A in dom	II B in second
1-Listening-speaking proficiency precedes introduction of reading	X	....	X	...
2-Reading is taught concurrently with listening-speaking skills	.....	..	.....	...
3-Learning to read overlaps learning of listening-speaking skills	...	X	.....	X
4-There is some overlap between learning to read and to write	.....	.....	.....	...

13.2 IA **1** in P.
     IB **3**
     IIA **1**
     IIB **3** pC1
     Con't

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking

13.3 IA **X**
     IB _____
     IIA _____
     IIB **X**

to negative, declarative to interrogative, active to passive.

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I Non Eng dom students		II 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)

	I A dom	I B second	II A dom	II B second	
13.1 Second language listening-speaking skills are learned:					13.1 IB **hā** IIB **hā**
1-concurrently with dominant language listening-speaking skills		___		___	_(not applicable)
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					

program begins in 9th grade

					13.2 IA **1** in P.
					IB **3**
13.2 ALM sequence followed:					IIA **1**
1-Listening-speaking proficiency precedes introduction of reading	**X**	___	**X**	___	IIB **3** pC1 Con't
2-Reading is taught concurrently with listening-speaking skills	___	___	___	___	
3-Learning to read overlaps learning of listening-speaking skills	___	**X**	___	**X**	
4-There is some overlap between learning to read and to write	___	___	___	___	

C-1 Con't

					13.3 IA **X**
13.3 Listening-speaking proficiency determined by:					IB ___
1-measure of listening-speaking proficiency **in Spanish**	**X**	___	___	**X**	IIA ___ IIB **X**
2-informal assessment by teacher	___	___	___	___	

					13.4 IB **1**
13.4 Second language reading skills are learned:					IIB **3**
1-concurrently with learning to read in dominant language		**X**		___	
2-after a specified level of dominant language reading competence achievement		___		___	**inf.**
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		___		**X**	p C-1 Con't
4-before learning to read in dominant language		___		___	

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

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

13.5 IA **na**
    IB
    IIA
    IIB

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

13.6 IA **na**
    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 **ns**
    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 **ns**
    IIB

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

14.0 I **2,4,5**
    II **3,4**

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

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

(2-)Second language learning is both a sep-
   arate subject and also a medium of
   instruction for other subjects.   **X**

3-Second language learning is always in-
   tegrated with the learning of oourse
   content (such as social studies) or as
   a medium of cognitive development.   **X**

4-Academic content taught in the native

13.6 "eading readiness is determined by:
   1-test of reading readiness
   2-informal   ..cher assessment

13.6 IA **na**
    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 **n,s**
    IB____
    IIA____
    IIB____

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

13.8 IB **hs**
    IIB____

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

14.0 I **2,4,5**
   II **3,4**

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		____
(2-)Second language learning is both a separate subject and also a medium of instruction for other subjects.	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.	____	X
(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). **Humanities**	X	X
(5-)Different academic content is taught in the second language from that which is taught in the native language. **other subjects**	X	____
0-not specified	____	____

6-other (specify)

15.0 TREATMENT OF CHILD'S LANGUAGE:

15.0 IA ___
IB ___ in P.
IIA ___
IIB ___

p C-1
con't

	I Non Eng. dom. students		II Eng. dom. students	
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	? ___	___	___	___
3-Other (specify)	___	___	___	___
0-Not specified	___	___	___	___

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply) see xerox 15 a-b
1-Linguistically based
(Merrill or Miami Linguistic readers, ITA, etc.)

16.1 IA ___ IB ___   IIA ___ IIB ___

2-Basal readers	___	___	___	___
3-Dialect readers	___	___	___	___
4-Experience charts (stories dictated by children)	___	___	___	___
5- Magazines, Textbooks	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA ___ na   IIA ___

(Please indicate _ 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
5-programmed instruction, lang. master X
6-stories read to children
        AUDIO VISUAL AIDES
7-films, filmstrips X
8-flannel or magnetic boards
9-realia, graphic displays
10-records, tapes X   X
11-listening centers

For ESL

A-5

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

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

3-Other (specify) ____ ____ ____ ____

0-Not specified ____ ____ ____ ____

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)   see xerox 15 a-b
1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)   16.1 IA____ IB____   IIA____ IIB____

2-Basal readers   ____ ____   ____ ____

3-Dialect readers   ____ ____   ____ ____

4-Experience charts (stories
dictated by children)   ____ ____   ____ ____

5- Magazines, Textbooks X X   X X

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1-Grade 1   16.2 IA____   **ha**   IIA____
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate , on line →)

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

**For
ESL

p A-15
Con4**

p A-16c

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

16.4 ___ 2, 9, 7

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

p.14 Eval.

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 **C-7 Con't**

See Xerox 15 a-b

17.0 STUDENT GROUPING

ALM Series for Spanish
La Raza Series
EPOCH

17.1 ___ 3, 5

17.1 Student grouping; mixed or separated into dominant language
groups: (mark all that apply)
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, **Humanities**
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
dominant language groups, **ESL classes**
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)

p A-12 C

17.2 ___ 2-3

17.2 Students are grouped for language instruction:
(mark all that apply)   A-more than ½ the time   B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size)   ___ X ___   A or B   ___ X ___   p C-2 Con't
3-individual instruction   ___ X ___   not specified X   p.

17.3 Criteria for grouping:

	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
0-not specified		Students	
1-by age			
2-by native language	X	─ · n s	───
3-by dominant language	───	───	───
4-by language proficiency (ex. level of reading skill)	___	───	───
n.a. not applicable (no E.dom/NEMT)	───	───	───

(specify how this is determined) **Mexican texts**

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)

p.14 Eval.

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 __1__
0-not specified
1-xerox attached-page and document **C-7 Con't**

See Xerox 15 a-b

17.0 STUDENT GROUPING

ALM Series for Spanish
La Raza Series
EPOCH

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)   17.1 __3,5__
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, **Humanities**
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups, **ESL classes**
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 NT students)

p A-12 C

17.2 Students are grouped for language instruction: 17.2 __2-3__
(mark all that apply)   A-more than ½ the time   B Less than ½ the time
0-not specified
1-total class
2-small groups (specify size)   __X__ **A or B**   __X__
3-individual instruction   __X__ **not specified X**

p C-2 Con't

17.3 Criteria for grouping:

	I Non Eng dom	II Eng dom EMT	II₁ Eng dom NEMT
0-not specified		Students	
1-by age			
2-by native language	X	.	n s
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1 __NO__
no-not mentioned
0-type is not specified
1-inter-ethnic (N-EMT student tutors EMT students)
2-intra-ethnic (N-EMT student tutors N-EMT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
0-area not specified   18.2 __1,2,3__
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   *p C-2 Con't*
4-in other academic subjects

16.1

MATERIALS USED -- PROJECT ADELANTE! TITLE VII ESEA

ESL Component

1. "Reader's Digest Skill Builders," Pleasantville, N.Y.,
   1965. Reader's Digest Services, Inc.

2. "Manual de Modismos Americanos más Communes" Weiner-Macia,
   Handy Book Press, Inc. New York, 1958.

3. "Construya en englés" Garza Bores, Editorial Diana, SA.
   Mexico, 1969 (8th ed.).

4. "Inglés Comercial Moderno," Book III, 2nd ed. Othemard de
   Rodriquez -- Tripp de Llano, Enrique Sainz Ed., SA,
   Mexico 3, DF 1966.

5. "Inglés Comercial Moderno -- Book I", Alatorre Garcia --
   Jimenez Gutierrez, 7th edition, Enrique Sainz Ed, SA,
   Mexico 1, DF 1970.

6. "Inglés Comercial Moderno -- Book 2," Castillo Vera
   Salazar Pacheco -- Dreinhofer Alcerreca, Enrique Sainz
   Ed, SA, Apto Postal 231, Mexico, DF 1968.

7. "Learning American English" Taylor, McGraw-Hill, Inc.
   1956.

8. "Mastering American English" Taylor, McGraw-Hill, Inc.
   1956.

9. "Modern Spoken English" Crowell, McGraw-Hill, Inc 1961.

10. "Regents English Workbook -- Book II", Dixson, Simon &
    Schuster, 1956.

11. "Direct English Conversation for Foreign Students --
    Book I," (revised ed.) Dixson, Simon & Schuster, 1949.

12. "Direct English Conversation for Foreign Students --
    Book II," (Revised ed.) Dixson, Simon & Schuster, 1949.

13. "Exercises in English Conversation," Dixson, Simon &
    Schuster, 1945.

14. "Modern English Workbook," Crowell, McGraw-Hill, Inc. 1961.

15. "The University of Chicago Spanish-English, English-Spanish Dictionary," Castillo-Bond, Washington Square Press, N.Y.C. 1948, C. 1961.

Spanish Communication Skills Component

1. "Workbook in Everyday Spanish -- Book I," Andujar-Dixson, Simon & Schuster, 1958.

2. "Workbook in Everyday Spanish -- Book II," Andujar-Dixson, Simon & Schuster, 1958.

3. "Cuentecitos" Pittaro, Simon & Schuster, 1968.

4. "Español paro los hispanos," Baker, National Textbook Corp. 8259 Niles Center Road, Skokie, Illinois 60076. C. 1966.

Driver Education Component

1. "California Guia para el motorista" State of California Department of Motor Vehicles.

2. "Sumario del Código de Vehículos de California" ed. Jacob Robinson, P.O. Box 15523, L.A., California 90015.

First Aid Sub Component of ESL

1. "Manual de primeros auxilios" 3rd ed., La Cruz Roja Mexicana, Mexico, D.F. 1967.

Spanish Humanities Component

1. "La Raza -- The Mexican Americans" Multi-Media Productions, Inc 580 College Avenue, Palo Alto, California 94306.

2. "Mexican Epic -- Before the Conquest"   ) Educational
   "Mexican Epic -- From Conquest to Nation") Filmstrips
   "Indian Mexico"   )
   "Spanish Mexico"   ) Huntsville,
   "Modern Mexico"   )
                                                   Texas

3. "Living in Mexico Today" (filmstrips and records) S.V.E.

4. "A History of Mexican Art -- Sets I-IX" (filmstrip-slides) MacLaurin & MacLaurin, Herbert E. Budek Films & Slides, Santa Barbara, California 1966.

SETS OF PRINTS

(5. "California's 14 historic flags" Latin American
(Studio, Santa Barbara, California 1958.
(
(6. "Rancho Life in California" Latin American Studio, Santa
(Barbara, California 1960.

18.3 Parent tutoring: (mark all that apply)   18.3 __**NO**__

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

19.0 CURRICULUM PATTERNS   19.0 __**2,3,**__

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is
  otherwise typical or regular, for this state.
  There are other modifications whithin the curriculum of the
  bilingual program which differ from traditional, typical curri-
  culum 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   **P A-11 Con't**
      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:

**14- CORE curriculum : combination of
language arts and humanities**

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
    0-method not mentioned   20.1 __**na**__
    1-structured envirionment 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-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS   19.0 __**2,3,**__

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is
   otherwise typical or regular, for this state.
   There are other modifications whithin the curriculum of the
   bilingual program which differ from traditional, typical curri-
   culum 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   P **A-11 Con't**
       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:

**14- CORE curriculum : combination of
language arts and humanities**

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
     0-method not mentioned   20.1 __**n a**__
     1-structured envirionment rich with materials child can manipulate
        order, compare, match for perceptual-motor development
     2-non-verbal materials, such as Montessori materials from which
        children can learn sensory discrimination, matching, seriation,
        counting, addition, subtraction
     3-labeling and discussion of concepts related to time, space, distance,
        position
     4-labeling and grouping actual objects to learn classification;
        grouping objects with common attributes and labeling their
        attributes (i.e. colors, sizes)
     5-direct experience of processes of science through discovery, using
        materials rather than text; active experimentation by child with teacher's
        guidance rather than teacher demonstration.
     6-direct experience of math through discovery rather than instruction
     7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)   __**n s**__
     0-method not mentioned
     1-specify or xerox p. no. and document
     n.a.-no grade 4 or later grades

21.0 <u>SELF-ESTEEM</u>   21.0 __11,19__

<u>Stated methods of project compenent expected to increase self-esteem:</u>
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 puils participate in curriculum planning and/or
           development
        14-pupils write a bilingual newspaper for dissemination to the
           community
        15-other (specify) **in native culture assumed**
        19-Instruction **to enhance self-esteem.**

22.0 LEARNING STRATEGIES   22.0 __0__

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

23.0 BICULTURAL COMPONENT

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-puils have some options in choice of curriculum
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          13-older puils participate in curriculum planning and/or
            development
          14-pupils write a bilingual newspaper for dissemination to the
            community
          15-other (specify) **ion in native culture assumed**
          19-Instruction to enhance self-esteem.   22.0 **O**

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        as important for reaching a particular ethno-linguistic group:
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      pates rather than directs all activities and students or groups of
      students initiate activites, move about freely or sit in a circle or
      horseshoe rather than sit in rows, has been found more effective.
      0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 **2,4**
      1-bilingual alone
      (2-)bilingual and bicultural
      3-bilingual and multicultural
      0-not specified as to which of the above   **A-12**
      (4-)an ethnic studies program is included in the bilingual program
      5-art, posters, realia, crafts of both cultures are exhibited in **Con't**
        the classroom
      6-language and cultural content are integrated
      7-other (specify)

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

23.2 **O**

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

23.3 **O**

23.4 In the bicultural compenent knowledge of the N-EMT culture
    involves (mark all that apply)
    0-no bicultural component mentioned
    1-Humanistic aspects of culture: ideals and values, literature
      (oral or written), achievement of particular people or politcal
      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, **Mexican**
    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) **dances of Mexico, foods**

23.4 **2, 4, 5, 8**

**PC-3
Con't**

23.5 American culture is defined:
    0-not specified
    1-narrowly: primarily Anglo-Saxon orientation
    2-broadly: ethnic pluralism of America--multicultural
      contributions of various ethnic groups discussed
    3-other(indicate document and page number for xerox) or
      elaborate in your own words

23.5 **n S.**

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: **(a few books)**
    0-group not specified
    ①-project children
    2-adults of the project community
    ③-teachers

24.1 **1, 3**

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

23.4 In the bicultural component knowledge of the N-EMT culture   23.4 __2,4,5,8__
     involves (mark all that apply)
     0-no bicultural component mentioned
     1-Humanistic aspects of culture: ideals and values, literature
       (oral or written), achievement of particular people or politcal   **PC-3**
       movements
     ②- Historical-cultural heritage of the past--contributions to art   **Con't**
       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.
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       speaking peoples)
     7-A third culture different from NEMT or EMT
     ⑧-Other (specify) **dances of Mexico, foods**

23.5 American culture is defined: 23.5 __nS__
     0-not specified
     1-narrowly: primarily Anglo-Saxon orientation
     2-broadly: ethnic pluralism of America--multicultural
       contributions of various ethnic groups discussed
     3-other(indicate document and page number for xerox) or
       elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: **(a few books)**   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: **(a few books)**   24.2 __1,3__
      0-group not specified
      ①-project children
      2-adults of the project community
      ③-teachers
      no-ethnic studies library not mentioned

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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, 8, 19**
       0-method not specified   **17**
       no-no provision for informing community
       ①a bilingual newsletter
       2. monolingual newsletter
       ③news sent to mass media.
       4-if articles included with project, check 4
       5-bilingual fliers sent home
       6-formal meetings   **p A-18 C**
       7-informal meetings open to entire community
       ⑧meetings conducted in both languages
       9-home visits
       10-other (specify)
       11-project director personally involved in program
          dissemination. specify how

       ⑲ **parent - teacher conferences**
       ⑰ **Adult Ed class at local college** ✓

24.4 Community involvement in the formulation of school policies
    and programs is sought through:
       0-type not specified   24.4 **1, 7**
       no-not sought
p A-22 ①existing community groups working with program, **OLÉ**
       2-bilingual questionnaires
C   3-community-school staff committees
       4-community advisory groups
       5-formal meetins open to the entire community
       6-informal meetings with community groups
       ⑦other (specify) **liaison (community aide)**
       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, 4**
       no-no mention of school seeking to be informed about community
       1-meetings open to the entire community conducted in both
         languages
       2-community representatives to the school
p A-22③bilingual questionnaire sent to the home
C   ④home visits by school personnel
       5-other (specify)
       0-method not specified

24.6 The school is open to the community through: 24.6 **0**
       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)

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

(19) parent-teacher conferences
(17)-Adult Ed.class at local college

24.4 Community involvement in the formulation of school policies
    and programs is sought through: 24.4 **1, 7**
    0-type not specified
    no-not sought
    p A-22 (1)-existing community groups working with program, **OLÉ**
    C   2-bilingual questionnaires
    3-community-school staff committees
    4-community advisory groups
    5-formal meetins open to the entire community
    6-informal meetings with community groups
    (7)-other (specify) **liaison (community aide)**
    8-project director personally seeks involvement of community
        in program. specify how

24.5 The school keeps informed about community interests, events and   24.5 **3, 4**
    problems through:
    no-no mention of school seeking to be informed about community
    1-meetings open to the entire community conducted in both
        languages
    2-community representatives to the school
    p A-22 (3)-bilingual questionnaire sent to the home
    C   (4)-home visits by school personnel
    5-other (specify)
    0-method not specified

24.6 The school is open to the community through: 24.6 **O**
    0-not mentioned
    no-school is not open to community for community use
    1-opening school facilities to the community at large for use
        after school hours and on weekends
    2-providing adult education courses
    3-other (specify)

25.0 IMPACT EVALUATION.

25.1 Project mentions description or dissemination of the bilingual   25.1 **1, 2**
    program through:
    (1)-newspaper articles
    (2)-radio programs
    3-TV programs   p A-18 C
    4-video-tapes
    5-films
    6-visitors to observe the program

25.2 Project's impact: 25.2 __0__
    1-Project mentions that other classes in the school, but
       ot 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 devel-
      opment 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 __O__
    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 __ns__
    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 __ns__
    0-not mentioned
    no-never
    1-once or twice during year
    2-more than twice
    3-regularly
    4-other (specify)

27.0 EVALUATION PROCEDURE

27.1   0-not specified   27.1 __ns__
    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__
    (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   "   "   pA-4 Con't
    5-Pre-tests have been given to comparison group
    6-   " will be   "   "
    7-Post-tests have been given to comparison group
    8-   " will be   "   "