DOCUMENT RESUME

ED 074 882   FL 004 227

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TITLE   Content Analysis Schedule for Bilingual Education
                Programs: Adaptations of Bilingual Education.
INSTITUTION   City Univ. of New York, N.Y. Hunter Coll. Bilingual
                Education Applied Research Unit.
SPONS AGENCY   Office of Education (DHEW), Washington, D.C. Div. of
                Bilingual Education.
PUB CATE   Mar 72
NOTE   40p.

EDRS PRICE   MF-$0.65 HC-$3.29
DESCRIPTORS   Biculturalism; *Bilingual Education; Bilingualism;
                Cognitive Development; *Content Analysis; *Curriculum
                Design; Educational Finance; English; *Junior High
                School Students; Learning Theories; *Mexican
                Americans; Program Costs; Self Esteem;
                Sociolinguistics; Spanish; Student Grouping;
                Tutoring
IDENTIFIERS   California; Orange; *Project BEST

ABSTRACT
                This content analysis schedule for Adaptations of
Bilingual Education of Orange, California, presents information on
the history, funding, and scope of the project. Included are
sociolinguistic process variables such as the native and dominant
languages of students and their interaction. Information is provided
on staff selection and the linguistic background of project teachers.
An assessment is made of the duration and extent of the bilingual
component, and the methods of second language teaching in general.
Included is an analysis of materials, student grouping, tutoring,
curriculum patterns, and cognitive development. The report also
discusses self-esteem, learning strategies, the bicultural and
community components, and means of evaluation. Inserts include
information on personnel, student ability levels, and counseling.
(SK)

ERIC

#504
Orange, California

UNVERIFIED

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

ED 074882

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			

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

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

0.1 Project No. __504__

UNVERIFIED

CONTENT ANALYSIS SCHEDULE
    FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant __R. T. Hess__   Date __March '72__

0.2 Name of Project __Adaptations of Bilingual Education__

0.3 Address of Project __Orange Unified School District__

0.4 __370 North Glassell Street__
    __Orange, California 92666__

.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
    Project   (07 - 1970)   1.1 __07__
    No.   17 - 1971

2.0 FUNDING (Mark all that apply)
    2.1 ①-Any PRIOR funding of BILINGUAL program, if Title   2.1 __1__
        VII continues or expands that program
        0-no prior funding mentioned

    2.2 Year prior funding began   2.2 __1969__

    2.3 Prior bilingual program involved: 2.3 __3__
         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 __1__
         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 and   ?

0.3 Address of Project **Orange Unified School District**

0.4 **370 North Glassell Street**
    Orange, California 92666

.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: 1.1 **07**
    see   97 - 1969
    Project   ⟨07 - 1970⟩
    No.   17 - 1971

2.0 FUNDING (Mark all that apply)

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

2.2 Year prior funding began   2.2 **1969**

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

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

2.5 ①CONCURRENT 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)
    ③secondary students (grades 7-12)
    4-teachers
    0-not specified

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

2.8 Total Title VII grant (first year only)   2.8 **$53,306**

2.9 Total funds for concurrent program(s) cooperating with   2.9 **$4,121**
    Title VII (first year)

3.0 1-If a UNIVERSITY is working with the Title VII program, 3.0 **0**
    specify which: _____
    0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 __3__

     1-one   4-four   0-not specified

     2-two   5-five

     3-three   6-other

4.2 Total number of students in program A.First year   4.2 A **72**

                                 B.Second year   B **120**

                                 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)

Grade	Number of Classes		Grade	Number of Classes	4.3 PSK **0**
PS-PreSchool			⑦grade 7	**2** ⎱ junior high	A **0**
K-Kndgtn			⑧grade 8	**2** ⎰	B **120**
PSK ___ TOTAL NO. students PS and K			⑨grade 9	**1** - high school	C _____
			B **120** TOTAL students gr. 7-9		

Grade	Classes		Grade	Classes
1-grade 1			10-grade 10	
2-grade 2			11-grade 11	
3-grade 3			12-grade 12	
4-grade 4			C ___ TOTAL students gr. 10-12	
5-grade 5				
6-grade 6				
A ___ 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: _____

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 **96**	II E-Dom - NEMT	NE dom I N-EMT	**96**	**80%**
2. Total English Mother-Tongue		II₂ E-Dom - EMT **24** (inferred)	E dom NEMT II₁		
			E-Dom EMT II₂	**24**	**20%**
	I Total Non-English Dominant: **96**	II Total English Dominant: **24**	Total E-Dom II= II₁+II₂	**24**	**20%**

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

<table>
<tr><td></td><td>Number of</td><td></td><td></td><td>Number of</td><td>4.3 PSK</td><td>0</td></tr>
<tr><td>Grade</td><td>Classes</td><td></td><td>Grade</td><td>Classes</td><td>A</td><td>0</td></tr>
<tr><td>PS-PreSchool</td><td></td><td></td><td>7-grade 7</td><td>2 } junior high</td><td>B</td><td>120</td></tr>
<tr><td>K-Kndgtn</td><td></td><td></td><td>8-grade 8</td><td>2 }</td><td>C</td><td></td></tr>
<tr><td>PSK</td><td>TOTAL NO. students PS and K</td><td></td><td>9-grade 9</td><td>1 - high school</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>B 120 TOTAL students gr. 7-9</td><td></td><td></td><td></td></tr>
</table>

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
11-grade 11
12-grade 12
C _____ 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:_____

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.)

<table>
<tr><td></td><td colspan="2">Non-English Dominant</td><td>English Dominant</td><td>5.0</td><td colspan="2">No. %</td></tr>
<tr><td>1. Total
Non-English
Mother Tongue</td><td colspan="2">I N-E Dom - NEMT
96</td><td>II E-Dom - NEMT</td><td>NE dom I
N-EMT</td><td>96</td><td>80%</td></tr>
<tr><td>2. Total
English
Mother-Tongue</td><td></td><td></td><td>II$_2$ E-Dom - EMT
24
(inferred)</td><td>E dom
NEMT II$_1$

E-Dom II$_2$
EMT</td><td>

24</td><td>

20%</td></tr>
<tr><td></td><td colspan="2">I Total Non-English
Dominant: 96</td><td>II Total English
Dominant: 24</td><td>Total E-Dom
II= II$_1$+ II$_2$</td><td>24</td><td>20%</td></tr>
</table>

<table>
<tr><td>KEY:</td><td>Non-English Dominant
N-E Dom   N-EMT</td><td>English Dominant
E-Dom   N-EMT</td></tr>
<tr><td>Non-English
Mother Tongue</td><td>Example: a native Spanish speaker
who uses Spanish in most contacts
though he may know English

N-E Dom - EMT</td><td>Example: a native Spanish
speaker who uses Spanish only in
familiar contacts, and English
in all others: school, work.

E-Dom - EMT</td></tr>
<tr><td>English
Mother Tongue</td><td>Example: (rare) a native English
speaking Puerto Rican child,
born in New York who returns
to Puerto Rico and becomes
Spanish dominant</td><td>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</td></tr>
</table>

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 of Total Students	if inferred, check (✓)
B1	Mexican-American	B1 **96**	**80** %	**✓**
B2	Puerto-Rican	B2	............%	....
B3	Cuban	B3	............%	....
B4	Other Spanish-American (specify)	B4	............%	....
B	TOTAL No. of Spanish-speaking Americans	....	............%	....
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	**96**	**80** %	**✓**

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

E1 .... **ns**   E1 ....%   **ns**

E2 .... **ns**   E2 ....%

| II | TOTAL number of EMT students other than target population | **24** | **20** % | |

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

5.4 ___ **ns** ___

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 speaking comprehension ability

(inf.)

B1	Mexican-American	B1	96	80 $\frac{r}{r}$	✓
B2	Puerto-Rican	B2		$\frac{r}{r}$	
B3	Cuban	B3		$\frac{r}{r}$	
B4	Other Spanish-American (specify)	B4		$\frac{r}{r}$	
B	TOTAL No. of Spanish-speaking Americans	B		$\frac{r}{r}$	
C	Portuguese-American	C		$\frac{r}{r}$	
D	Franco-American	D		$\frac{r}{r}$	
F	Chinese-American	F		$\frac{r}{r}$	
G	Eskimo	G		$\frac{r}{r}$	
H	Russian	H		$\frac{r}{r}$	
J	Other	J		$\frac{r}{r}$	

I TOTAL number of N-EMT target students   96   80 $\frac{r}{r}$ ✓

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

E1 ..... **n S** .....   E1 ..... $\frac{r}{r}$ **nS**

E2 ..... **hS** .....   E2 ..... $\frac{r}{r}$

II TOTAL number of EMT students other than target population   24   20 $\frac{r}{r}$

5.4 Students' native language or mother tongue if DIFFERENT
from their dominant language.   5.4 **hS**
                                (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	$\frac{r}{r}$	not spec.	No. (inf.)	$\frac{r}{r}$	not spec.	only listening comprehension No.	$\frac{r}{r}$	speaking ability No.	$\frac{r}{r}$
E **24**	English **20**		**24**	**20**					
A	American Indian								
A1	Navajo								
A2	Cherokee								
A3	Keresan								
A4	Other (spec.)								
B **96**	Spanish **80**	✓			✓				
C	Portuguese								
D	French								
F	Chinese								
G	Eskimo								
H	Russian								
J	Other (spec.)								

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

5.6 __3__

Cp 37

see xerox attached

5.7 Proportion of E-Dom pupils in project area: see Chart C
   n.s. not specified on the chart

5.7 __85%__

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

5.8 __3__

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

5.9 A. __25%__

B. __ns__

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

5.10 __ns__

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

5.11 __0%__

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

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

6.1 I __0__
II __0__

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

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

6.2 I __na__
II __na__

5.8 Community Characteristics (mark all that apply)   5.8 __3__
(% if more than one category, indicate percent for each)
     1 - inner city-ghetto,barrio   %
     2 - major city   %
     3 - small city, town or suburb   %
     4 - rural, farm   %
     5 - other (specify)
        reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __25%__
     (indicate specific percent of low SES)
   B. Average family income, if mentioned   B. __ns__
     n.s. - not specified

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

5.11 Proportion of migrant students in project   5.11 __0%__
     (Indicate specific percent)
     n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __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 __na__
           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 __na__
                                               B
         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)								

5.6
_____

.. Student Selection Criteria   Pg   4a.

The Orange Unified School District each year receives students
transferring directly from ...co who are completely monolingual in
Spanish. As could be expected, these children are felt to exhibit the
greatest need for a bilingual-bicultural program in order to function
in a totally foreign environment.

There also are present in this school district students who
have gained limited usage in English as well as Spanish. These students
are usually severely handicapped in both Spanish and English because,
while their previous education has served to introduce some English
grammar and usage, their formal study of Spanish has been completely
neglected. This group of students also is in great need of the edu-
cational experiences offered by this program.

The bilingual-bicultural project is a completely voluntary
program with parental consent required. Because there is special
emphasis placed on a comprehensive counseling program, students with
needs in such areas as academic or social adjustment will be given
priority in being selected for program participation.

Finally, there will be some selections made of students who
are predominantly English speaking. These children will be selected
on the basis of their desire to become bilingual, ability to learn
Spanish, and interest in learning about different cultures.

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6.4 If not included in survey, how was student's language dominance 6.4　I　**1**

　　 determined?

	I	II	
	N-EMT	EMT	II
1-inferred by use of s̲ ̲ ̲ ̲ ̲me	**X**		
2-established ̲ ̲ ̲ ̲ ̲ ̲sting of students			**Cp 2**
3-assessed b̲ ̲ ̲ ̲ ̲mal ̲ ̲ ̲ ̲ns (specify how)			
4-not mentioned how language dominance was determined			

6.5 Sociolinguistic Survey includes: (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-EMT parents' attitudes toward maintenance of child's　　　6.6 **na**
　　 N-EMT in particular domains of use or complete shift
　　 to English
　　 1-yes
　　 0-no

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

6.8 Children's own attitudes regarding the second language　　　6.8 **ns**
　　 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 **na**
　　 community attitudes toward N-EMT maintenance
　　 determined?
　　 1-will not be assessed
　　 2-will be assessed, method not specified
　　 3-has been or will be assessed by method other than
　　　 sociolinguistic survey (specify how)_____

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

7.0 STAFF SELECTION

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

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 __na__

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

6.7 __na__

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 __ns__

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

6.9 __na__

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

6.10 __na__

7.0 STAFF SELECTION

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

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

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II$_1$ E Dom NEMT	N=	N=

A Total Number
Monolingual
_____

B Total Number
Bilingual
__3 (inf)__

Total Number
of Teachers
N ___3___

7.1		No.	%
I	A		
I	B	ns	
II	A		
II	B		
II$_1$	A		
II$_1$	B		
	A	0/3	0
	B	3/3	100
	N		

7.2 <u>Linguistic background of project aides or paraprofessionals, by number:</u>
(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
_____

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		↓
II₁	A		
II₁	B		
	A	0	0
	B	3	100
	N	3	

7.3 <u>Language(s) used by bilingual program teachers:</u> (Mark all that apply)

(2 full time
1 part time). 3 _____ **ns**

1-Bilingual teachers teach in only one language

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

    Bilingual teachers who teach in only one language teach in their <u>native</u> language:
        1b-only if native language is also their dominant language
        1c-even if native language is <u>not</u> their dominant language
        1-0-not specified

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

0-language(s)used by teachers not specified

7.4 <u>Language(s) used by bilingual program aides or paraprofessionals</u> 7.4 _____ **ns**
(Mark all that apply)

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

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

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

```
II E Dom                                                    II A  _____
   EMT          _____                II B  _____
                                          |                II₁A  _____ ↙ ____
II₁ E Dom       _____                II₁B  _____
    N-EMT       |              |          |
                |              |          |          A  ⎡0⎤    ⎡0⎤
                _____          B  ⎣3⎦    ⎣100⎦
                                                     N   3
                                     N Total Number
A Total Number      B Total Number     of aides or
  Monolingual         Bilingual        paraprofessionals
                        3                  3
                                                      (2 full time
7.3 Language(s) used by bilingual program teachers:    1 part time) 7.3 __ns__
    (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 languag

           Bilingual teachers who teach in only one language teach in their
           native language:
                1b-only if native language is also their dominant language
                1c-even if native language is not their dominant language
                1-0-not specified

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

    0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals 7.4 __ns__
    (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    __ __        ns  __ __            ns   __ __

    ___↓___ __ __      ___↓___ __ __    ___↓___ __ __        ___↓___ __ __

    _____ __ __      _____ __ __    _____ __ __        _____ __ __

0-not specified  ___   _____ __ __    _____ __ __        _____ __ __
```

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community _____
and % _____ of total N-EMT teachers.

7.6 No. **ns** %

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

A = teachers
B = aides

if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. %
B **ns**

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

7.8 **6,17,20,** no.'s **ns**
24,27

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
4._____ previous teaching in local area/live in the community competence
5._____ courses in N-EMT language structure and usage/ linguistics or FL training
6. ✔ courses in N-E literature or literacy in Spanish + English
7._____ must be bilingual
8._____ any previous education through N-EMT/content of courses learned through N-EMT
9._____ courses in teaching ESL/audio lingual approach
10._____ courses in methods of teaching N-EMT language/language development
11._____ courses in methods of teaching content (e.g. math)in N-EMT
12._____ certification in ESL/or experience teaching ESL
13._____ certification in teaching N-EMT
14._____ cross cultural courses
15._____ courses in the cultural heritage, values, deep culture of N-EMT or travel
16._____ other qualifications, specify
17. ✔ standard teaching credential **24 ✔ course work in learning disabilities,and/or remedial teaching**
20 ✔ Previous teaching experience with bilingual children 0 **27-desire to be assigned to bilingual project.**

8.0 STAFF DEVELOPMENT
8.1 A **5,6 (inf).**
B

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)

see xerox attached

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

7.8 <u>Teacher Qualifications</u> - Training and experience prior to project   no.'s
(Indicate number of teachers with each qualification, 7.8 **6,17,20,** _____ **ns**
                      if given)   **24,27**

   n.s.-qualifications not spcified
    O-previous courses not specified
   1.____ teacher must meet a specified level of language proficiency on a
          standardized proficiency test of the on-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
   4.____ previous teaching in local area/live in the community   com-petence
   5.____ courses in N-EMT language structure and usage/ linguistics or FL trainin
   6. ✔ courses in N-E literature' or <u>literacy in Spanish</u> **+ English**
   7.____ must be bilingual
   8.____ any previous education through N-EMT/content of courses learned through
   9.____ courses in teaching ESL/audio lingual approach   N-EMT
  10.____ courses in methods of teaching N-EMT language/language development
  11.____ courses in methods of teaching content (e.g. math)in N-EMT
  12.____ certification in ESL/or experience teaching ESL
  13.____ certification in teaching N-EMT
  14.____ cross cultural courses
  15.____ courses in the cultural heritage, values, deep culture of N-EMT or
  16.____ other qualifications, specify   travel
  17. ✔ standard teaching credential   **24 ✔ course work in learning**
   20 ✔ previous teaching experience   **disabilities,and/or remedial**
       with bilingual children   **teaching**
..8 STAFF DEVELOPMENT   **27 -desire to be assigned**
                          8.1 A to **bilingual project.**
                          B _____ **5,6 c(nf).**

   O-No staff training mentioned   **See**
8.1 The project is offering training for teachers   A. For   B. For Para-   **xerox**
   and/or paraprofessionals in the following areas:Teachers professionals
   (mark all that apply)   **attached**

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

8.2 <u>Stated goals of teacher training</u> are: 8.2 II **1,4,7,9,10,17**

                                               Students

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

See xerox attached

17 utilization of multi-media instructional material.

III. PERSONNEL

Academic Spanish Training of Teachers & Teacher Aides

Teachers and teacher aides assigned to <u>Project</u>
<u>ABLE</u> will demonstrate the ability to effectively com-
municate with students who are predominantly monolingual
in Spanish or English or are bilingual in Spanish and
English. Preference will be given to teachers with at
least two years of college level Spanish courses and
experience in teaching Spanish to students at the junior
high or high school level. Teachers also should have
previous experience in working with bilingual-bicultural
children and some experience with programs designed to
provide remedial academic instruction.

Teacher aides will be selected not only for their
ability to speak Spanish and English but consideration
also will be given to their empathy and sensitivity to
the needs of students, teachers, and the community.
Whenever possible, teacher aides who possess formal
academic training in Spanish in addition to the above
selection criteria will be employed.

7.0 PERSONNEL DESCRIPTIONS AND REQUIREMENTS

Implementation of the Orange County program of bilingual education will require highly specialized, uniquely qualified, personnel. Such persons as are selected for assignments in this project shall have had professional experiences in the education of bilingual children, possess extensive educational and experiential backgrounds in teaching and course work, and have those personality traits which reflect flexibility and creativity in the establishment of learning environments for children.

The personnel selected to participate in the implementation of ABLE (Adaptations of Bilingual Education) shall be responsive to the unique educational and socio-cultural needs of the identified student population and of the community. Consistent with these responsive requirements, personnel shall need to possess those skills permitting the development of close working relationships with professional staff in the schools and the ability necessary for establishing and maintaining effective rapport with parents, agencies, and interested lay citizens of the community.

On the remaining pages of this division of the ABLE proposal, specific personnel requirements are noted, along with descriptions of the duties and responsibilities for each position directly employed under the terms of this project.

Administrative responsibility for personnel assigned to positions in this program of bilingual education shall be retained by the building administrator designated by the district. Supervisory guidance and instructional program responsibilities for personnel shall be assigned function of the Project Director charged with the implementation and conduct of this program of bilingual education.

5.4 Cultural Resource Center:

This center will be a place for gathering Mexican artifacts, costumes, musical materials, books, etc. These items will greatly add to the instructional program by providing actual materials for the students. Through the accumulation of the above, it is anticipated that this will become a much used cultural resource center enhanced by community contributions of historic realia.

5.5 Staff Development Procedures:

5.5.1 Pre-Service. The pre-service education component will be conducted two weeks prior to the opening of school in the fall. This training is designed to provide staff with knowledge of the objectives of the project and strategies for implementing an effective bilingual-bicultural education program in the junior high grades. Those areas to be included in the pre-service are:

Implementing a behaviorally oriented instructional program (methods, techniques, materials)

Problems in bilingual programs such as community, parental, instruction, student

Techniques in parent conferences

On-going assessment of student performance

Self-concept development, motivation, reinforcement

Utilization of multi-media instructional materials

Project and district working relationships

5.5.2 In-Service. In-service will be provided on an on-going basis throughout the school year. In-service will be conducted each week with the main objective of providing staff

III. PERSONNEL

In-service Training

In-service training for Project ABLE will be conducted on a weekly basis during the school year. Some of the topics scheduled for presentation and study during the pre-service and in-service training sessions are:

8.0

(1) - Strategies for implementing a behaviorally oriented instructional program

(2) - Strategies for working with the students, staff, parents, and community involved in a bilingual program

(3) - Techniques for developing/utilizing multi-media materials

(4) - Techniques for obtaining student motivation, learning reinforcement, and positive self-concept development

(5) - Techniques for conducting parent conferences

(6) - Strategies for assessing student educational and social development

(7) - Techniques for recognizing student problems and counseling students and parents

III.   PERSONNEL

In-service Training (continued)

(8) — Strategies for providing ideas, methods, and materials to the school district for inclusion in the regular curriculum

(9) — Techniques for adapting available materials for bilingual students

(10) — Planning instructional and social activities for students, parents, and other interested members of the community

(11) — Exchanging problem solving techniques

(12) — Organizing student groups

(13) — Planning programs for presentation to foreign language classes and community groups

(14) — Planning visits to other bilingual educational programs, workshop training sessions, and bilingual education conferences

The entire staff of Project ABLE will be included in both pre-service and in-service training components. Attendance at these meetings is considered necessary to the success of the educational program.

III. PERSONNEL

Pre-Service Training

Pre-service orientation sessions will be held for two weeks immediately preceeding the opening of the 1970-71 school year. The intent of this training is to familiarize the staff with the goals of the project and to develop new strategies for meeting these goals. These sessions also are designed to mold the staff of this bilingual project into an educational team whose ideas, methods, and techniques will be shared in order to obtain the greatest possible benefit for the participating students and the community.

8.3 <u>Methods of Teacher Training</u>:   (Mark all that apply)   8.3 __3__

 ·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)

8.4 <u>Project provides released time to teachers and paraproffesion-</u>   8.4 __1__
   <u>als for joint lesson planning</u>:   1-yes   0- not mentioned

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

8.6 <u>Paraprofessional's role</u>:   8.6 __2, 3, 5, 6__

   1-teaching whole class
   2-teaching small groups
   3-tutoring individually
   4-clerical
   5-contributing to bicultural component
    how ? **Help the teachers to understand unique educational and cultural**
   6-liaison with parents **needs of Mexican-American children.**
See xerox attached
8.7 <u>Training for project teachers and paraprofessionals is given by</u>: 8.7 A __ns__
     (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 <u>Number and Proportion of personnel giving teacher training who</u>   8.8 1 __ns__ (no. %)
     <u>are</u>:   2____
   1-bilingual   3____ ✓
   2-bicultural
   3-N-EMT (specify background)

8.9 <u>Training is provided</u>:   8.9 __1,3__
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 <u>Extent of training</u>:   8.10 A __ns__
                                    B (indicate no. of hours)   B5 ✓
   A 1-approximately equivalent to a   5 **ns hrs** weekly   6____
      college course   6 _____ monthly   7____
     2-more than one course   7 _____ bi-monthly   C __2 weeks__
     3-less than one course
     4-other (specify) _____

Number and Proportion of teachers attending training: 8.11 __+__ __100__ (no. %)
                or: if specified descriptively, indicate:

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

8.6 <u>Paraprofessional's role:</u>   8.6 **2,3,5,6**

   1-teaching whole class
   2-teaching small groups
   3-tutoring individually
   4-clerical
   5-contributing to bicultural component
   how ? **Help the teachers to understand unique educational and cultural**
   6-liaison with parents **needs of Mexican-American children.**
   see xerox attached

8.7 <u>Training for project teachers and paraprofessionals is given by:</u> 8.7 A **ns**
   (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 <u>Number and Proportion of personnel giving teacher training who</u>   no.   %
   <u>are:</u>   8.8 1 **ns**
   1-bilingual   2____
   2-bicultural   3____ **✓**
   3-N-EMT (specify background)

8.9 <u>Training is provided:</u>   8.9 __1,3__
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 <u>Extent of training:</u>   8.10 A **ns**
                                 B (indicate no. of hours)   B5 **✓**
   A 1-approximately equivalent to a   5 **ns hrs** weekly   6____
     college course   6 _____ monthly   7____
     2-more than one course   7 _____ bi-monthly   C **2 weeks**
     3-less than one course
     4-other (specify) _____

8.11 <u>Number and Proportion of teachers attending training:</u>   no.   %
                      or: if specified descriptively, indicate: 8.11 __+__ **100**
   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 <u>Teachers'attitudes are assessed:</u> (Mark all that apply)   9.1 __O__
   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) _____

INSTRUCTIONAL AIDE - BILINGUAL/BICULTURAL EDUCATION

QUALIFICATIONS:

1. A desire to be a part of special program of bilingual/bicultural program of instruction

2. Possess a basic understanding and empathy for children functioning in two languages

3. Possess the ability to work as a member of an instructional team

4. Possess the ability to assist with the supervision of students

5. Competent in speaking, reading, and writing Spanish and English languages

6. Possess the ability to work in close harmony with and under the direct supervision of the classroom teacher

RESPONSIBILITIES:

Perform instructional and student supervision tasks under the immediate supervision of the teacher and the Project Director in the education of bilingual/bicultural children.

SPECIFIC RESPONSIBILITIES:

1. Assist the classroom teacher with normal classroom routines and lesson preparation

2. Help the teacher to understand unique educational and cultural needs of Mexican-American students

3. Assist children in the academic tasks associated with the instructional program

4. Assist with group and individual activities as planned by the teacher

5. Act as a liaison with the community in the interpretation of the purposes and progress of students in the bilingual/bicultural program as a means for developing understanding between the school and the home

6. Perform such other duties as are related to the bilingual/bicultural program and as are assigned by the teacher and Project Director

10.0 STAFF PATTERNS

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

0-not specified	1-bilingual teacher
1-team teaching	2-ESL teacher
2-cluster teaching	3-bilingual coordinator
3-shared resource teacher	4-aides or paraprofessionals
4-other (specify) _____	5-consultant psychotherapist
	or guidance counselor
	8-other (specify)

10.1 **hs**

10.2 **1, 3, 8, 20, 5**

8-other (specify) **Community Relations Aide**
20-bilingual tutor

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

10.3 **24**

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

10.4 **1** _inf_

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

10.5 **1**

10.6 Special aide to pupils having most difficulty in learning
is given:

10.6 **1, 2, 5, 6**

1-individually	by: 3-teacher
2-in small groups	4-special remedial teacher
0-not specified	5-paraprofessional
	6-parent tutor
	7-older student tutor
	8-peer tutor
	9-not specified
	10-no special help given

See Attached Xerox

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

	I	II	II$_1$
N-EMT language will be maintained in program:	NE DOM	E DOM	E DOM
(mark all that apply)	NEMT	EMT	NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	___	___	___
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	___	___	___
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	___	___	___

11.1 I **hs**
II ___
II$_1$ ↓

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

11.2 **hs**

10.3 Average number of pupils per class   10.3 24
    0-not specified

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

10.5 Average number of N-EMT or bilingual aides (or para-   10.5 1
    professionals) per clas:
    0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)   I   II   II$_1$

N-EMT language will be maintained in program: (mark all that apply)	E 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)			
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 hs
    II ___
    II$_1$ ___

11.2 How many years does project state is optimal for instruction   11.2 hs
    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")

    A$_1$ =
    A$_2$ =

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

11.3 Second language learning is introduced in which grade: 11.3 I 7
    code: C= N.A. (if no EMT)   II 5
                   13=   14=   II$_1$ 5

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						

.3 Student Ability Levels

The variance of ability levels in this bilingual-bicultural
program has encouraged the project staff to provide many self-developed
instructional materials. Other methods·devised to assure that each
student obtains a high standard of education regardless of his language
ability or achievement level upon entry into this program include:

o
Individual tutorial assistance

o
Variety of high motivational bicultural materials in both
Spanish and English

o
Individual student-teacher conferences

o
Counseling of both students and parents

• o
Individual self-motivated projects to be presented to the
class as a whole

o
Small group projects to be presented to the class as a whole

o
Multi-media materials designed to be effective with students
whose dominant language is either Spanish or English

o
Educational excursions to familiarize students with the
educational and business resources located in nearby com-
munities

o
Community resource people to broaden students' knowledge of
the values of education and to give information on specific
topics related to students interest, education, and cultural
understanding

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

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

code: 13=College or University (Other professional training)   11.4 I **12**
14=Federal, State, or Private Vocational Job training   II **12**
                                                                  I₄ **12**

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

	00 if	0 not	grades											
code:	no EIT	specified	1	2	3	4	5	6	7	8	9	10	11	12
II EIT														✓
II₃ N-EIT/E Dom														✓

11.6 Learning in their native language for Non-English dominant   11.6 **12**
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

	11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	ns	LA, SS	7 NS
8	150		LA, SS	8
9	150		LA, SS	9
10				10
11				11
12				12

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

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

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

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

11.5 I_2 12
11 12

```
                    00 if    0 not       grades
        code:       no EiT  specified  1  2  3  4  5  6  7  8  9  10  11  12 ✓
  II EiT          ___    ___           __ __ __ __ __ __ __ __ __ __ __ __ ✓
  IE N-EiT/E Dom  ___    ___           __ __ __ __ __ __ __ __ __ __ __ __ ✓
```

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

11.6 12

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

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

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

	11.7 Min. per day of instruction through N-EiT	11.8 Total Min. per day of any instruction	Subjects taught in native lang.	11.9 % of time per day of instruction through N-EiT
Pre K				Pre K
K				K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	ns	LA, SS	7 NS
8	150	/	LA, SS	8
9	150	/	LA, SS	9 ↓
10				10
11				11
12				12

*

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

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

	11.10 Min. per day of instruction through N-EiT	11.11 Total Min. per day of any instruction	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				5
6				6
7	Approx 150	ns	LA, SS	7 NS
8	150	/	LA, SS	8
9	150	/	LA, SS	9
10				10
11				11
12				12

* see Xerox attached

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-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK				Pre K
1				1
2				2
3				3
4				4
5				5
6				6
7	Approx 150	ns	LA, SS	7 NS
8	150		LA, SS	8
9	150	↓	LA, SS	9 ↓
10				10
11				11
12				12

See Xerox attached

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

11.17 **ns**

    0-not specified
    1-languages are never mixed by either the teacher, aide or the
     pupil in any one class period; only one language is used.
    2-the second language is used exclusively by the teacher, aide
     and pupils during at least one portion of the school day.
    3-the teacher uses one language exclusively within a class period;
     pupils are allowed to use either native or second language.
    4-the teacher uses only one language; however, the aide or 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.
    7-the teacher uses English and the paraprofessional then translates
     the same material for N-EMT pupils.
    8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

	Min. per day of instruction through N-ET	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-ET	
PreK					Pre K
1					1
2					2
3					3
4					4
5					5
6					6
7	Approx 150	ns	LA, SS	NS	7
8	150	✓	LA, SS		8
9	150	N	LA, SS		9
10					10
11					11
12					12

See Xerox attached

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

    0-not specified
    1-languages are never mixed by either the teacher, aide or the
      pupil in any one class period; only one language is used.
    2-the second language is used exclusively by the teacher, aide
      and pupils during at least one portion of the school day.
    3-the teacher uses one language exclusively within a class period;
      pupils are allowed to use either native or second language.
    4-the teacher uses only one language; however, the aide or 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.
    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
    on communication. Includes contrastive analysis of sounds
    (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.

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

5.0 PROGRAM PROCEDURES

The procedures necessary to meet the needs of this
bilingual education program are based upon the functional require-
ments of predominantly monolingual Spanish speaking students.

5.1 Operational Procedures:

5.1.1 Bilingual Instructional Program. The bilingual
instructional program day will consist of one three period module
at Portola Junior High School and two three period modules at
McPherson Junior High School. Each period lasts for 47 minutes, (55 min in 9th grade)
with time set aside each day for curriculum development, evaluation,
home visitations, and weekly instructional preparation.

The instructional program is composed of two major
sub-components, Language Development and Social Science. The
primary function of the language development sub-component is
to provide bilingual experiences in Spanish and English using high
motivational culturally oriented materials. The social science
sub-component is designed to provide bilingual/bicultural concept
building experiences in history and government as it relates to
Mexico, South America, Europe, Asia, and the United States.

The language development module blends the traditional
Spanish and English separate subjects concept into one integrated
and interfaced experience with continuity of instructional
application. Social studies will be taught as a single subject
with the content focusing on Hispano-Mexican pioneers of the South-
west, Mexican governors and explorers, and the economic/political
interactions between Anglo and Mexican cultures as it affects
southwestern United States.

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

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

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

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

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

13.1 IB **ns**
     IIB

13.2 ALM sequence followed:
1-Listening-speaking proficiency precedes introduction of reading
2-Reading is taught concurrently with listening-speaking skills
3-Learning to read overlaps learning

13.2 IA **ns**
     IB
     IIA
     IIB

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)

13.1 Second language listening-speaking
skills are learned:
1-concurrently with dominant language
   listening-speaking skills
2-after a specified level of compe-
   tency achieved in listening-speaking
   skills in   dominant language
3-a specified period of time after
   listening-speaking skills in dominant
   language taught

13.1 IB **ns**
     IIB _____

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

13.2 IA **ns**
     IB _____
     IIA **1**
     IIB _____

13.3 Listening-speaking proficiency
determined by:
1-measure of listening-speaking
   proficiency   **X**
2-informal assessment by teacher

13.3 IA **ns**
     IB **1**
     IIA **ns**
     IIB **ns**

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

13.4 IB **NS**
     IIB _____

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

13.5 Reading is introduced:
  A-individually, when child is ready
or at a specific time during grade: K   13.5 IA ___ ng seconda
                                  1   IB ___ ry
                                  2   IIA ___ program
                                  3   IIB ___

13.6 Reading readiness is determined by:
  1-test of reading readiness   13.6 IA ng
  2-informal teacher assessment   IB ___
                                      IIA ___
                                      IIB ___

13.7 Grade level reading is expected:
                        1-in first grade   13.7 IA 12
                        2-in second grade   IB 12
                        3-in third grade   IIA 12
                        4-in fourth grade   IIB 12
                        5-in fifth grade
                        6-in sixth grade
                        7-other (specify)

13.8 Grade level academic achievement (math, science, etc.) in the   13.8 IB 12 inf.
    SECOND language is expected: IIB 12
  1-in the first grade
  2-second grade
  3-third grade
  4-fourth grade
  5-fifth grade
  6-sixth grade
  7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 2, 4
  (mark all that apply)   II 2, 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   X

3-Second language learning is always in-

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

13.6 IA **n9**
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 **12**
IB **12**
IIA **12**
IIB **12**

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 **12** **inf.**
IIB **12**

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

14.0 I **2 4**
II **2 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	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	___	___
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	X	X
5-Different academic content is taught in the second language from that which is taught in the native language.	___	___
0-not specified	___	___
6-other (specify)		

Pp17

see Xerox attached 13 a

the University of California at Irvine, Chapman College, Disneyland,
local courts, and governmental offices.

5.8 Class Structure.

In order to provide the most effective learning environ-
ment for students participating in Project A.B.L.E., a three period
module was developed that has two main sub-components. The content
subjects of Spanish and English have been incorporated into a single
instructional block for language development. In this manner, acquisi-
tion and application of language skills can be truly bilingual in both
concept and actual practice. The second sub-component, Social Studies,
will retain a one period time frame. The instructional intent and con-
tent focus, however, will concentrate upon the historical and cultural
development and governmental practices of Mexico, South America, Europe,
Asia, and the United States.

The participating schools, McPherson and Portola, have been
designated as having students in critical need of specialized bilingual
instruction. The class structure at McPherson Junior High School will
contain two modules; one for the seventh grade, and one for the eighth
grade. Student instructional and/or placement levels range from Level 1
to Level 4, in ascending order. For purposes of this project, the
language development sub-components in both the seventh and eighth grades
will be for students functioning on Levels 1 through 3. All levels,
however, will participate in the Social Studies sub-component.

Each participating teacher will teach both seventh and eighth
grades for one semester. At McPherson, the bilingual teacher will teach
the seventh and eighth grades for the first semester. During this time,

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students		II Eng. dom. students		15.0 IA **ns**
	A –in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IB ___ IIA ___ IIB ___

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

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

3–Other (specify)

0–Not specified

16.0 MATERIALS

16.1 Reading Materials–Types
Reading Materials are: (mark all that apply)
1–Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)   16.1 IA___ IB **ns** II___ IIB___

2–Basal readers

3–Dialect readers

— 4–Experience charts (stories
dictated by children)

*Project lists story book but
no mention of readers*

16.2 If some reading material is in
the child's dialect, indicate how
long it is used:
1–Grade 1   16.2 IA___ **ns** 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:
0–none specified
1–pattern drills
2–dialog memorization
3–choral repetition
4–songs
5–programmed instruction
6–stories read to children

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-Tapes
   Reading Materials are: (mark all that apply)
   1-Linguistically based
      (Merrill or Miami Linguistic
      readers, ITA, etc.)   16.1 IA___ IB ns IIA___ IIB___

   2-Basal readers   ___ ___   ___   ___

   3-Dialect readers   ___ ___   ___   ___

   4-Experience charts (stories
      dictated by children)

*Project lists story book but
no mention of readers*

16.2 If some reading material is in
   the child's dialect, indicate how
   long it is used:
   1-Grade 1   16.2 IA___ ns   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:
   0-none specified   ___   ___
   1-pattern drills   ___   ___
   2-dialog memorization   ___   ___
   3-choral repetition   ___   ___
   4-songs   ___   ___
   5-programmed instruction   ___   ___
   6-stories read to children   ___   ___
            AUDIO VISUAL AIDES
   ⑦films, filmstrips, overhead projector   X   X
   8-flannel or magnetic boards   ___   ___
   9-realia, graphic displays   ___   ___
   ⑩records, 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)   ___   ___

Pp 52 (left margin, near item 7)
Pp 52 (left margin, near item 10)
Cp44 (left margin, near item 20)

Those areas of materials supportive of the instructional
program will include:
1. cognitive growth materials   5-Bilingual Audio-visual materials
2- Speech + language development materials   6-Testing and Evaluation materials
3- Materials for social skills development
4-Culturally oriented social studies materials/books

16.4 The sources of Non-English materials and textbooks are: 16.4 _10, 12_
     (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 conjenction with project parents
     6-developed by or with members of N-EMT community
     7-are culturally appropriate for N-E culture
        (specify how this is determined)
     8-are cross cultural
     9-commercially prepared and published in the U.S.

Pp 3 1   10-are translations of U.S. texts
     11-are coordinated with materials used in the regular subject
        curriculum
     12-other (specify)

PpX   12-resource personnel are utilized to develop and adapt materials to needs of target groups.

16.5 The specific bilingual/bicultural materials used in the language   16.5 _0 ns_
     component are:
     0-not specified
     1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1 _n S_
     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
     4-mixed for non-academic learning; art, music, gym, health
     5-separated for native and second language learning into
        dominant language groups
     6-separated for most academic subject learning into dominant
        language groups
     7-never mixed for language or other academic learning
     8-other (specify)
     n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 _1_
     (mark all that apply)   A-more than ½ the time   B Less than ½ the time
     0-not specified
     1-total class   _____   __X__
     2-small groups (specify size)   _____   _____
     3-individual instruction   _____   _____

17.3 Criteria for grouping: Students
     0-not specified   I Non Eng   II Eng dom   II₁ Eng dom
                                 dom   EMT   NEMT

     1-by age   _____   _____   _____
     2-by native language   _____   n.S   _____
     3 by dominant language

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.

Pp 3 1 10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject
   curriculum
12-other (specify)

Pp X **12-resource personnel are utilized to develop and adapt materials to needs of target groups.**
16.5 The specific bilingual/bicultural materials used in the language   16.5 __9 ns__
   component are:
   0-not specified
   1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1 __n s__
   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
   4-mixed for non-academic learning; art, music, gym, health
   5-separated for native and second language learning into
      dominant language groups
   6-separated for most academic subject learning int dominant
      language groups
   7-never mixed for language or other academic learning
   8-other (specify)
   n.a. - (no ENT students)

17.2 Students are grouped for language instruction: 17.2 __1__
   (mark all that apply)   A-more than ½ the time   B Less than ½ the time
   0-not specified
   1-total class   X
   2-small groups (specify size) _____   _____
   3-individual instruction   _____   _____

17.3 Criteria for grouping: Students
   0-not specified   I Non Eng   II Eng dom   II₁ Eng dom
                                   dom   EMT   NEMT
   1-by age   _____   _____   _____
   2-by native language   _____   _____ ns _____
   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 __6__
         no-not mentioned
         0-type is not specified
         1-inter-ethnic(N-EMT student tutors EMT students)
         2-intra-ethnic (N-EMT student tutors N-EMT)   **See attached**
         3-done by older children (cross age)   **Xerox 15a-b**
         4-done by peers (same age)
         5-other (specify) _____
         6- done by college students
18.2 Paraprofessionals or aides give tutoring or instruction as follows:
         0-area not specified   18.2 __ns__
         1-inter-ethnic (N-EMT aide tutors EMT student)
         2-in the acquisition of native language skills
         3-in the acquisition of second language skills
         4-in other academic subjects

.5 Tutorial Component

During the project's first year of federally funded operation,
a need for additional instructional time for many participating students
became evident. The students, for the most part, either lacked ade-
quate home study facilities or expressed a need for more directed study.
A supplemental tutorial program was seen by both the project staff and
members of the community as a promising remedy for this expressed need.

The tutors employed for this component are to be drawn from
among the project area's bilingual college and university students and
will assist interested project participants on a part-time basis.
Tutors will be included in the regular project pre-service and in-
service training programs in order that tutorial teaching techniques
retain similarity to that of the regular project staff. Areas of study
emphasis and materials to be utilized will be determined by the student's
regular teacher; however, periodic meetings will be held by the teacher,
instructional aide, tutor, and student to discuss any desired changes
in the tutorial curriculum.

Tutorial sessions will be held at regularly scheduled times.
Tentative plans have set the daily sessions during the school week,
lasting from 3:00 p.m. to 4:30 p.m. These times will, however, neces-
sarily await definite confirmation until student extra-curricular and
family commitments are determined after initiation of the 1971-72
school year. It should be noted that since this is a voluntary compo-

nent, project students may elect to participate in any or all of these
sessions; however, regular attendance will be encouraged. In addition,
project prepared evaluative records of student attendance and progress
will be maintained.

Present plans include the utilization of district provided
facilities and instructional materials. The small stipends to be pro-
vided for the tutors will be included in the Project A.B.L.E. 1971-72
budget.

Project staff will maintain close communication with the tutors
and students by means of the above mentioned meetings and through
periodic informal visitations. In addition, tutors will be encouraged
to visit project classrooms to gain an increased understanding of
recommended materials and techniques.

18.3 Parent tutoring: (mark all that apply)   18.3 __6__

          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
$Pp32$ 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 __4,5__

     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
          4-small group instruction
          5-individualized learning
          6-open classroom
          7-guided discovery and inquiry
          8-a curriculum which is both child and subject-centered
          9-others (specify)
          10-if the program includes activities which complement
              experiences children encounter in the home, community
              and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT This is a secondary program

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

19.0 CURRICULUM PATTERNS

19.0 __4,5__

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
     4-small group instruction
     5-individualized learning
     6-open classroom
     7-guided discovery and inquiry
     8-a curriculum which is both child and subject-centered
     9-others (specify)
     10-if the program includes activities which complement
        experiences children encounter in the home, community
        and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT *This is a secondary program*

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

20.2 Cognitive development in later grades (grade 4 and above)
     0-method not mentioned   20.2 __1__
     1-specify or xerox p. no. and document
     n.a.-no grade 4 or later grades
        through social studies sub-component
        Concept building in native and
        second language

21.0 <u>SELF-ESTEEM</u>   21.0 __16,23__

<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-puils 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)
        16-small group sessions to discuss problems

22.0 LEARNING STRATEGIES 23-counselor   22.0 ___O___

    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

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

* Project is designed to effectively meet the
educational needs of Mexican-American
children... by utilizing the student's cultural
heritage as the basis for instruction.

The Orange Unified School District's bilingual-bicultural
education project, Project A.B.L.E. (Adaptations of Bilingual Education),
has placed primary emphasis on expanding the counseling procedures
initiated during the first year of program operation. This counseling
is not only available to participating students, but includes the
families of these young people when such help is needed and acceptable
to them.

Since this project is concerned with educating students in the
seventh, eighth, and ninth grades, and since these students are of an
age when either a lack of satisfactory academic progress or a lack of
motivation causes many to leave school, a comprehensive counseling and
guidance program was considered essential. The counseling component
includes assistance in the areas of academic and social adjustment as
well as cultural understandings.

To further encourage student involvement in school life, the
counselor will assist students in organizing and participating in
student interest clubs. In addition, individual and/or small group
sessions will be held to encourage better social relationships and
the building of self-esteem. The intent also is to develop an under-
standing of and respect for positions of authority, to aid the student
to research and investigate future educational plans after high school,
and to develop the ability to find employment opportunities as well as
techniques to gain employment.

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 __О____

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

23.3 ___1___
pp ix

Social studies stresses cultural similarities and
differences of peoples and customs from Mexico,
South America, Europe, Asia, and the U.S. The
political structure of these countries, and the
governmental bodies of each.

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
    6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
     speaking peoples)
    7-A third culture different from NEMT or EMT
    8-Other (specify)

23.4 ___1, 7, 6___

* Students will demonstrate an awareness and
appreciation of the standards and values in
both their dominant and second cultures.

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___

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 ___1___
        either or both groups, describe below: (or xerox-document page/#)
        0-none mentioned P_P ix

Social studies stresses cultural similarities and
differences of peoples and customs from Mexico,
South America, Europe, Asia, and the U.S. The
political structure of these countries, and the
governmental bodies of each.

23.4 In the bicultural compenent knowledge of the N-EMT culture   23.4 ___1,7,6___
        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
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        2-broadly: ethnic pluralism of America--multicultural
        contributions of various ethnic groups discussed
        3-other(indicate document and page number for xerox) or
        elaborate in your own words

24.0   COMMUNITY COMPONENT

24.1   Bilingual libraries are provided for: 24.1 ___1___
        0-group not specified
        1-project children
        2-adults of the project community   See Xerox attached
        3-teachers
        no-bilingual library not mentioned

24.2   An ethnic studies library is provided for: 24.2 ___1___
        0-group not specified
        1-project children
        2-adults of the project community
        3-teachers
        no-ethnic studies library not mentioned

        Cultural Resource Center
        Mexican artifacts, costumes, musical material,
        books.

.7 Cultural Resource Center.

Materials collected during the projects

operation (as well as those acquired during the projected operational

year) will be catalogued and housed in the materials resource center

at one of the participating schools. These materials will be primarily

designated for use in project classes; however, upon request, other

interested groups may utilize these resources.

Some materials which are currently being processed or are

projected to be acquired include:

- o Culturally related pictures
- o Spanish language books and periodicals
- o Artifacts from Mexico and Latin America
- o Artifacts from the Mexican and Indian cultures of the Southwestern United States
- o Costumes and masks (actual/facsimile) depicting ethnic origins
- o Student constructed physical models (researched village reproductions) representative of Mexican and Indian cultures
- o Student constructed topological models depicting geographic areas having authropological significance
- o Student portrayed films/photographs depicting native costumes/customs

18a

p 18a

The cultural resource center will be a place for gathering Mexican artifacts, costumes, musical materials, books, etc. These items will greatly add to the instructional program by providing actual materials for the students. Through the accumulation of the above, it is anticipated that this will become a much used cultural resource center enhanced by community contributions of historic regalia.

24.3 Provision is made by the school for informing the parents
and community about the program through:(Mark all that apply)   24.3 <u>1, 6, 8, 4,</u>
    0-method not specified   <u>5, 12, 23, 3</u>
    no-no provision for informing community
    1 · bilingual newsletter
    2·· monolingual newsletter·

Pp32   3· aws sent to mass media. ·
Pp 52-55   4-if articles included with project, check 4
    5-bilingual fliers sent home **-dissemination brochures**
    6-formal meetings**-advisory council meeting, parent orientation meeting**
    7-informal meetings open to entire community'
    8-meetings conducted in both languages
    9-home visits
    10-other (specify)
Pp 18   11-project director personally involved in program
      dissemination. specify how
    12- open school
    23- talks to local organizations

24.4 Community involvement in the formulation of school policies
and programs is sought through: 24.4 <u>1, 4, 8, 9</u>
    0-type not specified
    no-not sought
    1-existing community groups working with program : **members invited to**
Pp 54   2-bilingual questionnaires   **visit classes.**
    3-community-school staff committees
    4-community advisory groups
    5-formal meetins open to the entire community
    6-informal meetings with community groups
    7-other (specify)
    8-project director personally seeks involvement of community
      in program. specify how — n S
Pp 18   **9- Parents asked to serve as resource persons, supervisors
on field excursions, dances and other activities; they
are encouraged to present observations relative to
effectiveness of program**

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

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

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

pp 18

12- open school
23. talks to local organizations

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   and programs is sought through:
   0-type not specified
   no-not sought
   1-existing community groups working with program : members invited to
   2-bilingual questionnaires   visit classes.
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   4-community advisory groups
   5-formal meetins open to the entire community
   6-informal meetings with community groups
   7-other (specify)·
   8-project director personally seeks involvement of community
      in program. specify how — n5

Pp 54

24.4 **1, 4, 8, 9**

Pp 18

q- Parents asked to serve as resource persons, supervisors
on field excursions, dances and other activities; they
are encouraged to present observations relative to
effectiveness of program

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

24.5 **1, 2, 4**

24.6 The school is open to the community through:
   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)

24.6 **O**

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
   program through:
   1-newspaper articles
   2-radio programs
   3-TV programs
   4-video-tapes
   5-films
   6-visitors to observe the program

25.1 **1, 2, 3, 4, 5, 6**

Objective	Representative Activities

.7 At the end of one year of their children's participation, parents shall demonstrate their willingness to support the project as expressed by their willingness to serve as active participants in parent advisory committee meetings and to serve as community liaison speakers relative to the project.

a. Parents, following necessary orientation meetings, will meet with other parents and lay citizens of the community in order to disseminate information relative to the project.

b. Parents will demonstrate a willingness to support the purposes of this project through their efforts to maintain continuous communication with teachers and staff of the school.

c. Parents will support the efforts of the project through joint parent-student meetings to discuss and strengthen student attendance and participation in the affairs of the program and the school.

25.2 Project's impact: 25.2 ___O___
       1-Project mentions that other classes in the school, but
         not in the program have picked up methods or material from
         the bilingual program
       2-Project mentions other schools in the local educational system
         have started bilingual programs
       3-Project mentions that a University has instituted teacher
         training courses in bilingual education to meet staff 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 _n S_
       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 _hS_
       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 _2,4_
       1-Pre-tests have been given to project group or sample
       2-   " will be   "   "
       3-Post-tests have been given to project group or sample
       4-   " will be   "   "
       5-Pre-tests have been given to comparison group
       6-   " will be   "   "
       7-Post-tests have been given to comparison group
       8-   " will be   "   "