DOCUMENT RESUME

ED 080 018 FL 004 518

AUTHOR	Hess, Richard T.; And Others
TITLE	Tucson Bilingual Bicultural Project. Content Analysis Schedule for Bilingual Education Programs.
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 DATE	30 Jun 71
NOTE	35p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Adult Education Programs; *Biculturalism; *Bilingualism; Cognitive Development; *Content Analysis; Curriculum Design; Educational Finance; *English; Learning Theories; Mexican Americans; Pre School Children; Program Costs; Self Esteem; Sociolinguistics; *Spanish; Student Grouping; Tutoring
IDENTIFIERS	*Project BEST; Tucson

ABSTRACT

This content analysis schedule for the Bilingual Bicultural Project of School District 1 of Pima County, Tucson, Arizona, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

FILMED FROM BEST AVAILABLE COPY

ERIC

Project 310
Tucson, Arizona
VERIFIED By PROJECT

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

ED 080018

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE.

✓ Initial Proposal

✓ 2nd Year Continuation Con't A & Con't B (They are not identical)

✓ 3rd Year Continuation (on separate C.A.S.) (for 2nd yr. Info. only)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	June '70		
Pre-audit			
Interim audit	Dec '69		
Final audit	July '70		

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 004 518

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

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
	1.1 Year Project Began under Title VII	1
2.0	FUNDING	
	2.1 Funding of Bilingual Program, Prior to Title VII	1
	2.2 Year Prior Funding Began	1
	2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program	1
	2.4 Source of Prior Bilingual Program Funding	1
	2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
	2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
	2.7 Source of Concurrent Funding	1
	2.8 Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
	4.1 Number of Schools Involved	2
	4.2 Students - total number	2
	4.3 Students - grade level, number of classes, and number of students by grouped grade levels	2
	4.4 Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
	5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)	2
	5.2 Cultural or Ethnic Identification of Target Students	3
	5.3 Ethnic Identity of English Mother Tongue Students	3
	5.4 Students' Native Language if Different from Dominant Language	3
	5.5 Students' Dominant Language and Extent of Bilingualism	3
	5.6 Recruitment of Students	4
	5.7 Proportion of EMT Pupils in Project Area	4
	5.8 Community Characteristics	4
	5.9 Socio-Economic Status of N-EMT Participating Students	4
	5.10 Socio-Economic Status of EMT Participating Students	4
	5.11 Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
	6.1 Existence of Survey	4
	6.2 Groups Included in Survey	4
	6.3 Language Dominance by Domains and through Various Means of Communication	4
	6.4 Determination of Students' Language Dominance (if not in Survey)	5
	6.5 Survey Includes Determination of any Inter-Language in Community	5
	6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift	5
	6.7 EMT Parental Attitudes toward Second Language Learning	5
	6.8 Student Attitudes toward Native and Second Language Learning	5
	6.9 Community Attitudes toward Maintenance	5

0.4 City and State of Project 1
0.5 State (checklist)

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16

	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16
19.0	CURRICULUM PATTERNS	16
20.0	COGNITIVE DEVELOPMENT	
	20.1 In Early Childhood	16
	20.2 In Later Grades	16
21.0	SELF ESTEEM	17
22.0	LEARNING STRATEGIES	17
23.0	BICULTURAL COMPONENT	
	23.1 Type	17
	23.2 Cross-Cultural Awareness	18
	23.3 Decreasing Ethnocentrism	18
	23.4 Extent of Learning About N-EMT Culture	18
	23.5 Definition of American Culture	18
24.0	COMMUNITY COMPONENT	
	24.1 Bilingual Libraries	18
	24.2 Ethnic Studies Library	18
	24.3 Program Dissemination to Community	19
	24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies	19
	24.5 Methods Used to Keep Program Informed About Community	19
	24.6 Means by which School Is Open to Community	19
25.0	IMPACT EVALUATION	19-20
26.0	EVALUATOR'S ROLE	20
27.0	EVALUATION PROCEDURE	20

Developed by Marietta Saravia Shore
Coordinator, BEARU

ERIC

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

0.1 Project No. 310

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R.Hess-R.Ehrlich-M.Snore Date 6/30/71

0.2 Name of Project Bilingual Bicultural Project

0.3 Address of Project School District #1-Pima County

0.4 P.O.Box 4040-Tucson, Arizona

.05 STATE 0.5 2

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 97

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

2.0 FUNDING (Mark all that apply)

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

2.2 Year prior funding began 2.2 N.A.

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

2.4 Source of prior bilingual program funding: 2.4 N.A.

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

0.3 Address of Project School District #1 - Pima County

0.4 P.O. Box 4040 - Tucson, Arizona

.05 STATE 0.5 2

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 97

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

2.0 FUNDING (Mark all that apply)

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

2.2 Year prior funding began 2.2 N.A.

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

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

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

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

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

2.8 Total Title VII grant (first year only) 2.8 $80,302.

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 $186,195

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: University of Arizona 3.0 1
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program. 4.1 2

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 450
B.Second year B 600 con't A
C.Third year C 684

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 and Students
(PS)-PreSchool	18 - 175
(K)-Kndgtn	4 - 100

PSK 275 TOTAL NO. students PS and K

con't A

	# classes	# students
(1)-grade 1	6	170
(2)-grade 2	6	155
3-grade 3		
4-grade 4		
5-grade 5		
6-grade 6		

A 325 TOTAL students gr. 1-6

con't A+B

4.3 PSK ....
A ...
B ...
C ....

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

B ..... TOTAL students gr. 7-9

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.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 480 (con't A)	II E-Dom - NEMT
2. Total English Mother-Tongue		II_1 NS + 120 E-Dom - EMT; II_2 NS

5.0

		No.	%
NE dom N-EMT	I	480	80 %
E dom NEMT	II_1	n.s.	
E-Dom EMT	II_2	n.s.	
Total E-Dom II= II_1 + II_2		120	20 %

I Total Non-English Dominant: 480

II Total English Dominant: 120

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

Grade	Number of Classes and Students
PS-PreSchool	18-175
K-Kndgtn	4-100

PSK 275 TOTAL NO. students PS and K

con't A

Grade	# classes	# students
1-grade 1	6	170
2-grade 2	6	155
3-grade 3		
4-grade 4		
5-grade 5		
6-grade 6		

A 325 TOTAL students gr. 1-6

con't A+B

Grade	Number of Classes	4.3 PSK
		A
7-grade 7		B
8-grade 8		C
9-grade 9		

B ____ TOTAL students gr. 7-9

Grade	
10-grade 10	
11-grade 11	1
12-grade 12	

C ____ TOTAL students gr. 10-12

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

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 480 (con't A)	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: NS + 120 NS

5.0		No.	%
NE dom N-EMT	I	480	80%
E dom NEMT	II_1	n.s.	
E-Dom EMT	II_2	n.s.	
Total E-Dom II= II_1 + II_2		120	20%

I Total Non-English Dominant: 480 con't A

II Total English Dominant: 120 con't A

Project does not specify how many English dominant students are Spanish-mother tongue, though it is inferred that some English dominant students are N-EMT.

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

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

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1		%	
A2 Cherokee	A2		%	
A3 Other (specify)	A3		%	
A TOTAL No. of American Indian A			%	
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	480	80 %	✓
B2 Puerto-Rican	B2		%	
B3 Cuban	B3		%	
B4 Other Spanish-American (specify)	B4		%	
B TOTAL No. of Spanish-speaking Americans	B		%	
C Portuguese-American	C		%	
D Franco-American	D		%	
F Chinese-American	F		%	
G Eskimo	G		%	
H Russian	H		%	
J Other	J		%	
I TOTAL number of M-ENT target students		480	80 %	✓

Not specified what % of students in project are Mex. American; however, project schools are 78% M-A and Non English students are 80 of project.

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

E1 Anglo	E1	120	20 %	✓
E2	E2		%	
II TOTAL number of EMT students other than target population		120	20 %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	NS	NS
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language	Number of Monolingual	Number of student Bilingual

B1	Mexican-American	B1 480	80 %	✓
B2	Puerto-Rican	B2	%	
B3	Cuban	B3	%	
B4	Other Spanish-American (specify)	B4	%	
B	TOTAL No. of Spanish-speaking Americans	B	%	
C	Portuguese-American	C	%	
D	Franco-American	D	%	
F	Chinese-American	F	%	
G	Eskimo	G	%	
H	Russian	H	%	
J	Other	J	%	

I TOTAL number of M-ENT target students 480 80 % ✓

Not specified what % of students in project are Mex. American; however, project schools are 78% M-A and Non-English students are 80 of project.

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

E1 Anglo	E1 120	20 %	✓
E2	E2	%	

II TOTAL number of ENT students other than target population 120 20 % ✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 1

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	Spanish	NS	NS
2-Spanish			

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program			Number of Monolingual Students			Number of students Bilingual to any extent				
	Number		%	not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E	120	English	20	✓			✓				
A		American Indian									
A1		Navajo									
A2		Cherokee									
A3		Keresan									
A4		Other (spec.)									
B	480	Spanish	80	✓			✓				
C		Portuguese									
D		French									
F		Chinese									
G		Eskimo									
H		Russian									
J		Other (spec.)									

5.6 Recruitment of Students: 5.6 3 P4 prop.
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
(3) - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of E[illegible]om pupils in project area: see 5.7 35%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 2
(% 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 (indicate specific percent of low SES) 5.9 A. 64%
B. Average family income, if mentioned B. $4,000
n.s. - not specified

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a (sociolinguistic survey) Parent opinionaire was made

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

6.1 I 1
II 1

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I n.s.
II n.s.

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

Not included in opinionaire.

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 domain

5.8 Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) — 5.8 2

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

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) — 5.9 A. 64 %
B. Average family income, if mentioned — B. $ 4,000
n.s. - not specified

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a (sociolinguistic survey) Parent opinionaire — 6.1 I 1, II 1

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

6.2 If a sociolinguistic survey was or will be made, mark all groups included: — 6.2 I n.s., II n.s.

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

Not included in opinionaire.

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

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

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 4 II 4

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

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 N.A.

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

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

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

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

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 3
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how) Opinionaire (Home interview) p.19 con't.

See Xerox 5a

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

7.0 STAFF SELECTION

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

(if any information is not

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

Sociolinguistic survey includes items covering:

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

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

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

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 3
1-will not be assessed
2-will be assessed, method not specified
(3)-has been or will be assessed by method other than sociolinguistic survey (specify how) opinionaire (home interview) p.19 con't.

See Xerox 5a

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

7.0 STAFF SELECTION

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

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

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

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N= 1	N= 7
II_1 E Dom NEMT	N=	N= 8

A Total Number Monolingual: 1
B Total Number Bilingual: 15

Total Number of Teachers
N 16

7.1

		No.	%
I	A	___	___
I	B	___	___
II	A	1	9
II	B	7	41
II_1	A	___	___
II_1	B	8	50 %
A		1	9
B		15	91
N		16	

Drachman parents have met seven times during the year in small neighborhood groups to discuss the program. It was their decision to teach their preschool youngsters a dance, skit or rhyme so that they could present a Mother's Day Show. They also prepare food weekly for the classroom.

Measurement In accordance with the evaluation design (Original proposal p. 50) the recorded number of contacts the community representatives have had with the preschool parents through March 1970 are as follows:

	Mission View	Drachman
Classroom	36 weekly	29 weekly
Neighborhood Groups	70 through March 1970	49 through March 1970
Homes	15 weekly	15 weekly
Other	473 through March 1970	100 through March 1970

The percentage of parents of first graders who attended the teacher-parent conferences will be tabulated at the end of the school year, June 1970. As of March 100% of the Mission View parents and 78% of the Drachman parents have attended the conferences.

4. Parents will value the program after they have participated in it for one school year as measured by their responses on an opinionaire.

Measurement The community opinionaire, to be distributed by the community representatives, in May 1970, will ask the parents how they felt about the program, and obtain enrollments for the following year. Their responses will be tallied.

5. Parents will know about the ancillary services available in the community after participation in the program such as: medical and dental care, community facilities and events, and use these services as measured by their responses on an opinionaire.

Measurement A pre-community opinionaire was circulated by the community representatives in August 1969. Two of the questions and the responses were:

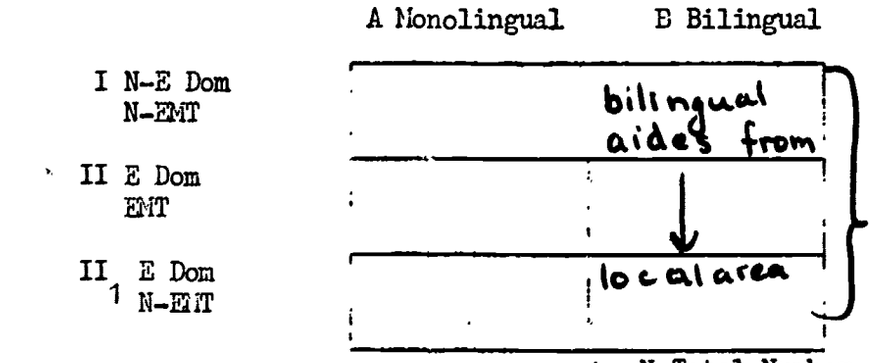
____ Check the following community services you or your family use or have used:

	Mission View	Drachman
County Hospital	30	74
Southern Arizona Mental Health		7
Planned Parenthood	30	52
Family Counseling Services		19
Area Council Services	10	30
Legal Aid Society	15	17
Christmas Community Center	6	22
Other		2

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

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

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



7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II 1 A	—	—
II 1 B	—	—
1	—	—
A	0	
B	16	100 %
N	16	

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	16	16

Pg. 20 prop. see Xerox 6a

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

pg 15 cont B see Xerox 6b

1-Bilingual teachers teach in only one language

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

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

1b-only if native language is also their dominant la e
1c-even if native language is not their dominant lang
1-O-not specified

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

O-language(s)used by teachers not specified

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

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

N-EMT

II E Dom
EMT

II E Dom
1 N-EMT

aides from

local area

16

I B
II A
II B
II A
II B
1

A 0
B 16 100 %
N 16

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	16	16

Pg. 20 prop. see Xerox 6a

7.3 Language(s) used by bilingual program teachers: (Mark all that apply) 7.3 2

pg 15 cont B see Xerox 6b

1-Bilingual teachers teach in only one language

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

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

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

0-language(s)used by teachers not specified

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

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

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.	%
MA	8	50	MA	16	100	Anglo*	n.s.		
Anglo	8	50							

0-not specified

*inferred from surname

Question 7.2

Program Procedures

The proposed bilingual-bicultural program of Tucson Public Schools will involve pre-schoolers three to five years of age, their parents, and first grade students. The program has several features, namely, the development of the language processes in both Spanish and English, the improvement of cognitive functioning, the development of a positive self-concept and the desire for academic achievement, the establishment of effective parent-teacher-school relationships, and the development of a program involving mothers and pre-school children.

It has long been known by educators and psychologists that the language ability and concomitant educational success of students begins at the pre-school level. Bender (1) states that:

> "The earliest identification with mother and her continuous affectional care is necessary during the period of habit training and the rapid development of language and the formation of concepts within the family unit. Otherwise the higher semantic and social development and expansion of the educational capacities does not take place."

Therefore, it is the purpose of this program to directly involve the mothers of pre-school children in their education and to begin that education in the language in which they can best communicate. Concept formation will take place concurrently with the learning of another language.

1. Pre-Schooler

   The mother and her three to five-year old children will attend the pre-school once a week. The schedule is as follows:

M T W TH F	9 a.m. - 11 a.m.	five sessions
M T W TH	1 p.m. - 3 p.m.	four sessions

   Based on a possible enrollment of 150, there will be approximately 16 children in attendance at each pre-school session. Each session will be grouped whenever possible according to neighborhood so that parents who live near each other will attend pre-school together. They will be called "neighborhood groups."

   During the pre-school session the children and their parents will meet with a bilingual teacher and bilingual teacher assistant, a resident of the school area.

Question 7.3

66

Measurement The Van Alstyne was administered to the control group in the manner designated in the evaluation design, (Original proposal p. 47). The results of the pre-test in September and the post-test in May will be compared prior to June 30, 1970.

Second graders at Mission View School, who had taken part in a Bi-lingual Bicultural Pilot Program during the 1968-1969 school year, were eliminated from the control group.

The teacher-made tests have not yet been designed, however, the specific student performances from which their tests will be designed, appear in Appendix B, 1 & 2. The actual tests will be constructed at the summer workshop and administered at the beginning and end of the school year in order to measure student progression.

Procedure The first graders are communicated with in the language they best understand whether it be Spanish or English. This is possible because all of the teachers are bilingual except one and all of the teacher assistants are bilingual. The teacher who is not bilingual relies on her teacher assistant and student teacher to further communicate to those children who best understand Spanish, and team teaches with a bilingual teacher. The first grader's vocabulary lessons begin where he is and are then extended to include and expand both languages. The specific performances, methods and materials are included in Appendix B, Behavioral Objectives 1 & 2.

Measurement According to the evaluation design (original proposal, p. 45) the Van Alstyne post test will be administered to the experimental group upon their entrance into second grade. It will also be administered in May 1970 to measure the progression made.

2. The first graders will receive a more efficient intellectual base for second grade after participating in the program than a comparable control group as measured by the Lorge Thorndike. The intellectual base includes identifying, time orientation, listening, recall, following directions, numerical and ordinal concept formation, and discrimination of change process. The progression of the first graders will be measured by teacher-made tests.

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

7.6 No. 0 % NS

Project states that teachers will be recruited through Tucson Public Schools. pg 35 prop. See Xerox 7a

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

A = teachers
B = aides

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

7.7 No. % A 8 50 B 16 100

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

7.8 7/17 no. of teachers 16/16

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

8.0 STAFF DEVELOPMENT

8.1 A 4,3,5,6,2
B 4,3,5,6,2

0-No staff training mentioned

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

A. For Teachers professionals
B. For Para-

5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 7 / 17 — no. of teachers 16 / 16

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
(7) ✓ must be bilingual 16
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) ✓ pre-school and elementary certification 16

8.0 STAFF DEVELOPMENT

8.1 A 4,3,5,6,2
B 4,3,5,6,2

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
(2) The teaching of English as a second language	✓	✓
(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 Stated goals of teacher training are: 8.2 I 1,2,9,10,14 II 9,14,10

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

(14) Accurate teacher self-appraisal

TSA-Program con't B p117 See Xerox 7b

Question 7.6

The Program Director will be the link between the administrative staff and the program staff. Her duties will be to keep the program personnel informed of school policy, and communicate the progress of the program to other administrators.

The Program Coordinator will be bilingual, certified elementary school teacher with at least three years teaching experience and a background in early childhood education. This position will be publicized through Tucson Public Schools weekly bulletins. Her specific objectives are as follows:

1. Will be responsible for the coordination of all components and phases of the Bilingual-Bicultural Program.

2. Will attend planning meetings and actively participate through the exchange of ideas.

3. Will communicate the program objectives to the community representatives.

4. Will help the teacher write behavioral objectives for their students and coordinate them with the program objectives.

5. Will act as resource person in describing and providing data on a variety of teaching methods that will help to fulfill the objectives and meet the teachers' needs.

6. Will act as a resource person by describing and providing instructional materials that will help to fulfill the objectives and meet the teachers' needs.

7. Will act as a resource person by providing data for measurement and evaluation, and by participating in the selection and construction of methods of measurement.

8. Will be responsible for the dissemination of information regarding the Bilingual-Bicultural Program.

9. Will participate in in-service training such as Teacher Self-Appraisal along with program teachers throughout the school year.

10. Will communicate the objectives of the program to the community representatives.

The Pre-School Teachers will be bilingual, certified teachers with a background in early childhood education. Their basic duties will be unique from the other teachers because most of their time will be spent on helping parents to learn how to educate their children. These positions will be publicized through Tucson Public

Question 8.2

IN-SERVICE TRAINING

All of the teachers currently teaching in the Bilingual-Bicultural Program have enrolled in the Teacher Self-Appraisal (TSA) In-Service Program. TSA is an in-service program in which the teacher (or administrator) learns to evaluate his own behavior and the effect and significance of his behavior upon children in the classroom. The participants spend 60 hours - 45 hours of class time and 15 hours of individual work and viewing time during the year. The TSA program provides for (1) weekly in-service group meetings, (2) video taping of the teacher in the classroom, and (3) individual work and viewing time.

In the in-service meetings the teacher will study in the areas of the (1) rationale for self-appraisal, rather than external evaluation, (2) instructional objectives, and (3) research on teacher-pupil interaction and systems of analyzing teacher behavior.

Other in-service training will include improving the Spanish of the teacher and teacher assistant.

From time to time during the school year consultants will be used in the areas of methodology, early childhood education, Mexican-American culture, testing and evaluation, English as a second language, and parent involvement. The amount of $580. has been budgeted to obtain local and out-of-town consultants for this purpose.

Details for next year's In-Service Training will be provided after the Pre-Service Summer Workshop.

8.3 Methods of Teacher Training: (Mark all that apply.) 8.3 3,4,14

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)
14- Guadalajara Summer Bilingual Institute

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

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

8.6 Paraprofessional's role: 8.6 2,3,5

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
(5)-contributing to bicultural component
how ? Providing Spanish language model
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 9 B 9

(mark all that apply)	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___
(9)- consultants	✓	✓

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

	no.	%
1	3	50
2	2	33
3	2	33

inf. from consultant's surnames p 11# con't B

1-bilingual
(2)-bicultural
(3)-N-BT (specify background) M-A

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

8.10 Extent of training: 8.10 A 2

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

B (indicate no. of hours)
5 _____ weekly
6 10 monthly
7 _____ bi-monthly

B 5 _____ 6 10 7 _____

90 hours during year

no. %

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

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

8.6 Paraprofessional's role: — 8.6 2,3,5

1-teaching whole class
(2)-teaching small groups
(3)-tutoring individually
4-clerical
(5)-contributing to bicultural component
how ? Providing Spanish language model
6-liaison with parents

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

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
(4)-other (specify) (9)- consultants	✓	✓

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

	no.	%
1	3	50
2	2	33
3	2	33

inf. from consultant's surnames p 118 con't B

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

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

8.10 Extent of training: — 8.10 A 2, B 5, 6 10, 7

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

B (indicate no. of hours)
5 _____ weekly
6 10 monthly
7 _____ bi-monthly

90 hours during year

8.11 Number and Proportion of teachers attending training: — 8.11

	no.	%
	16	100

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 7

0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture

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

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

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

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

10.1 1

10.2 1, 3, 4

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

10.3 Prek:10 K-2 = 25-30

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

10.4 1

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

10.5 1

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

10.6 1, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

see Xerox 9a, b

11.1 Duration of Bilingual Education (policy)

N-EIT language will be maintained in program: (mark all that apply)	I ME DOM NEMT	II E DOM EMT	II_1 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 1
II 1
II_1 1

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

11.2 12

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

10.3 Average number of pupils per class: 10.3 K-2 = 25-30
0-not specified

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

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

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1,3,5

1-individually
2-in small groups
0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox 9a,b

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II$_1$ 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 1
II 1
II$_1$ 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 12

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

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

-1 = "This is our hope" ... Project verification
-2 =

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

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

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM		✓													
II E DOM			✓												
II$_1$ E DOM/NEMT		✓													

9a

Question 11.0

I. ABSTRACT

The major purposes of this proposed program are the development of the language processes in both Spanish and English, improvement of cognitive functioning, the development of a positive self-concept and the desire for academic achievement, the establishment of effective parent-teacher-school relationships, and the development of a program involving mothers, their children, and the community. The first year of the program will include two components: three to five-year old pre-schoolers and first grade students. An addidtional grade level will be added consecutively each year through sixth grade.

The over-all program procedures will include a bilingual representative from the community who will be employed to help link the school and the home. This representative will be directly involved in the planning and implementation of the program in order to assure the fulfillment of the community's educational needs. Through the employment of bilingual teachers and teacher assistants, the language of the child (Spanish or English) will be used to help him develop a sound intellectual base with the concurrent inclusion of another language. This along with the study of both Mexican and American cultures will promote a positive self-concept. The in-service training of the teachers through Teacher Self-Appraisal will also help further the development of a positive self-concept and attitudes towards learning.

The procedures for the pre-school component will include the mothers as the prime educators of their children. At weekly pre-school sessions, the mothers will receive knowledge on child development and learn how to use a variety of educational methods in order to promote the language development and concept formation of their children. They will receive information from the teacher and observe the teacher as she works with the children.

The procedures for the first grade component will include a team of three first grade teachers at each school. Educational concepts will be presented in the mother tongue of the children and independent learning will be stressed. Mothers will be asked to volunteer their assistance in the classroom.

QUESTION 11.0

F. Long Range Program Objectives

1. To provide a bilingual-bicultural program of such intensity so by the time these students complete the sixth grade their achievement level will be at and above the national norm for fifth grade students.

2. To develop a program of such worth and scope that it will be continued as a regular part of the school's educational enterprise after the termination of federal funds.

3. To prepare and develop a staff of bilingual teachers and experts in bilingual education capable of carrying on a worthwhile program and capable of instructing others in bilingual methods.

4. To develop an efficient dissemination of information program at the local, state, and national levels.

5. To develop an evaluation design, procedures, and techniques through the use of outside auditors which will be revelant and suited to the needs of bilingual education.

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

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - EMT								
II$_1$ E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 0
II$_1$ 0

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

11.5 I$_2$ 3
II 3

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II$_1$ N-EMT/E Dom														

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

11.6 3

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-EMT 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-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	Approx 60	120 min (1 day) per wk	all *	K 50%
1	NS	NS	all	1 33%
2	NS	NS	all	2 33%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

*"All subjects taught bilingually in a variety of content areas" p 121 n-t

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

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

	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 3 II 3

code:	00 if no EMT	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II EMT														
II_2 N-EMT/E Dom														

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 3

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-EMT 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-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	Approx 60	120 min (1 day) per wk	all *	K 50%
1	NS	NS	all	1 33%
2	NS	NS	all	2 33%
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

*"All subjects taught bilingually in a variety of content areas" p 121 n't

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

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

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
K	60	120 - 1 day per wk	all	~~Pre~~ K 50
1	NS	NS	all	1 33
2	NS	NS	all	2 33
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-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 EMT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any nstruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~Pre~~K	60	120-1 day per wk	all	~~Pre~~ K 50
1	NS	NS	all	1 33
2	NS	NS	all	2 33
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

pg 121 cont see x-key 11a

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

11.17 6

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

	Min. per day of instruction through N-EHT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EHT
~~Prek~~	60	120-1 day per wk	all	~~Pre~~ K 50
1	NS	NS	all	1 33
2	NS	NS	all	2 33
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

pg 121 cont see xerox 11a

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
(6)-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for H-EHT pupils.
8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

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

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

Question 11.14 11a

week by the parent and her children. At this time, the objectives and educational procedures will be specifically planned for the following week. The parent will take an active part in the planning and be encouraged to impart to her youngster the skills she knows best besides learning new skills herself. The basic aim being for her to encourage her child to communicate through the use of language.

In-service training for the pre-school personnel--coordinator, 2 pre-school teachers, 2 teacher assistants, 2 community representatives, and the research assistant will take place every week on Friday morning.

2. Kindergarten children

The five-year-old pre-schoolers will attend school each day. There will be two sessions, 8:30 A.M. - 11:00 A.M., and 12:30 P.M. - 3:00 P.M., to accomodate twenty-five at each session, or 100 five-year-olds at the two schools. Their mothers will not be required to attend school with them but a schedule for mothers on a rotating basis to volunteer their classroom help will be necessary to insure their participation.

The Home Tasks for the kindergarten children and their mothers will be sent home on a bi-weekly basis.

Every other Monday morning, 15 minutes before school begins, the teacher will explain the Home Task to the teacher assistant, the community representative and two mother helpers. They will in turn share the responsibility of providing and explaining the respective Home Task to the mothers. This will be done at the regularly scheduled coffee-klatches held at various homes during the two-week period.

At the end of the two-week period the mother returns the Home Task and records the results on the IBM cards. This will be done the first 5 or 10 minutes of the coffee-klatch conference.

The Community Representative's responsibility is to schedule and monitor all the Home Tasks administered. This task is in addition to her other duties mentioned on p. 132.

The Bilingual Bicultural Program will establish a relationship with the Head Start Program. Mrs. Cecilia Avalos, Head Start Program Assistant, and the Bilingual-Bicultural Project Coordinator will coordinate the activities relevant to three and four-year old children, parent involvement activities and activities having to do with inservice training. Consultants or local resource personnel used by either program will be shared.

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

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

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

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

13.1 Second language listening-speaking skills are learned: — 13.1 IB 1 / IIB 1

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	—	—

13.2 ALM sequence followed: — 13.2 IA 1 / IB 1 / IIA 1 / IIB 1

1-Listening-speaking proficiency precedes introduction of reading	✓	✓	✓	✓
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—

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 1
IIB 1

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

13.2 IA 1
IB 1
IIA 1
IIB 1

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

13.3 IA 1
IB 1
IIA 1
IIB 1

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

13.4 IB 2
IIB 2

Pg 2D
Final
Eval '70

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced:					13.5 IA 1
A-individually, when child is ready					IB ns
or at a specific time during grade: K					IIA 1
1	✓		✓		IIB ns
2					
3					
13.6 Reading readiness is determined by:					13.6 IA 1
1-test of reading readiness	✓	✓	✓	✓	IB 1
2-informal teacher assessment					IIA 1
					IIB 1
13.7 Grade level reading is expected:					13.7 IA NS
1-in first grade					IB 8
2-in second grade					IIA n.s
3-in third grade					IIB n.s
4-in fourth grade					
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

8- Fifth grade norms expected by sixth grade.

pll prop. see xerox 9b

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 8 IIB ns

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)
8- Fifth grade norms expected by sixth grade.

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 3 II 3

	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.		

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

13.6 IA 1
IB 1
IIA 1
IIB 1

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)
8- Fifth grade norms expected by sixth grade.

13.7 IA NS
IB 8
IIA n.s
IIB n.s

pll prop. see xerox 9b

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)
8- Fifth grade norms expected by sixth grade.

13.8 IB 8
IIB ns

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

14.0 I 3
II 3

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

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA 1
	Non Eng. dom. students		Eng. dom. students		IB 1
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA 1
					IIB 1
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)

	16.1 IA	IB	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓	✓	✓	✓
2-Basal readers	✓	—	✓	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

Miami Linguistic
Peabody kit
(translated into Spanish for I A + II B)
Pg. 79-83 cont A

Introducing English
Pg 84 cont A

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

	16.2 IA	IIA
1-Grade 1	NA	NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate / on line –)

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

0-none specified	—	—
1-pattern drills	✓	✓
2-dialog memorization	✓	✓
3-choral repetition	—	—
4-songs	✓	✓
5-programmed instruction	✓	✓
6-stories read to children	—	✓

AUDIO VISUAL AIDES

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)

	16.1 IA	IA	IIA	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	✓	✓	✓	✓
2-Basal readers	✓	—	✓	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	✓	✓	✓	✓

Miami Linguistic
Peabody Kit
(translated into Spanish for IA + IIB)
Pg. 79-83 con't A

Introducing English
Pg 84 con't A

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

	16.2 IA	IIA
1-Grade 1	NA	NA
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate ✓ on line –)

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

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

16.4 The sources of Non-English materials and textbooks are: 16.4 5, 9, 10
(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.
10-are translations of U.S. texts - translated by project staff
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document con't A-p82-87

Songs
a. Senitas
b. El zapatero y el tortillero
c. Las mañanitas

Games
a. Matarile
b. Calabacitas
c. Narajana dulce

17.0 STUDENT GROUPING
Texts
Miami Linguistic Series
Peabody Kit
Introducing English

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3
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 LT students)

17.2 Students are grouped for language instruction: 17.2 O-N.S.
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	0	0
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students		
0-not specified	I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts - translated by project staff
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document con't A-p82-87

Songs
a. Semitas
b. El zapatero y el tortillero
c. Las mañanitas

Games
a. Matarile
b. calabacitas
c. Narajana dulce

17.0 STUDENT GROUPING

Texts
Miami Linguistic Series
Peabody Kit
Introducing English

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 3
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 LT students)

17.2 Students are grouped for language instruction: 17.2 O.N.S.
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	0	0
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

0-not specified	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	✓	✓	✓
n.a. not applicable (no E.dom/NEMT)			

con't B p125 see Xerox 15a

18.0 TUTORING

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

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 1, 2, 3, 4
0-area not specified
1-inter-ethnic (N-EMT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

P. 22 Prop. see Xerox 15b

15 of

Question 17.3

Parents will be invited to make appointments for any additional conferences that they may feel they need.

A student progress card will be designed to conform with the objectives. They will be distributed immediately preceding the teacher-parent conference.

Individualization of instruction will be carried out as follows:

1. Children will be assigned to classrooms heterogenously.
2. Teachers in grade one will begin diagnostic work immediately to determine individual academic and language deficiencies, and levels of ability.
3. Teachers in grade two will do as above. They will also have available to them past records.
4. Children within classrooms will be grouped by levels of ability for the different subject matter areas for small group activities. These groups will remain flexible so as to allow children to advance to a more difficult level.
5. As a result of teacher teaming and provision for interest centers, small groups of children will work at scheduled interest centers during periods of the day. Individualized help will be given to these groups at the interest centers by teachers, teacher assistants, parent helpers or student helpers.
6. Individual help will be given to each child by a teacher or teacher assistant when necessary.

B. Time sequence flow charts for preliminary and planned procedures are on the following two pages.

Question 18.2

in Spanish will be taught one-third of the time at various times of the day. This instruction will be in a variety of content areas, thus avoiding language teaching isolated from the content of the total curriculum. This will allow the students to utilize past knowledge and experience through the one medium which allows the fullest amount of communication, namely the mother tongue of a majority of the students. This will also provide an opportunity for the non-Spanish speaking members of the class to become bilingual and bicultural.

The bilingual teacher assistant will work with the children in their small study groups throughout the day. She will communicate with the children in both Spanish and English. She will reinforce the Spanish and English taught during the lesson.

Time is allowed at the end of each day for the teacher and teacher assistant to evaluate the recorded daily activities in light of their behavioral objectives and the recorded behavioral outcomes. The objectives and activities for the following day will then be specifically planned in light of this evaluation and the weekly objectives. The teacher will help design checklists to aid in this self-monitoring system so that it will be quick, consistent, and meet their needs.

Parents will be asked to volunteer their assistance in the classroom. They will be able to observe, offer ideas, help with curriculum planning, and assist with daily activities. A rotating but flexible schedule will be planned so that each parent can participate in the classroom activities for approximately a week at a time or whenever it is convenient for the parent.

The community representatives are the link between the home and the school. She will communicate to the parents the ancillary services available in the community so that they may be used to fulfill their needs, such as: medical services, library services, playgrounds, community events, and make sure they know how to avail themselves of these services. She will encourage the parents to enroll in an adult education course in their area. She will participate in the instructional activities in the classroom.

Teacher-parent conferences will be scheduled every nine weeks as provided by school district policy.

18.3 Parent tutoring: (mark all that apply) 18.3 2, 6, 7

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

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

19.0 CURRICULUM PATTERNS 19.0 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 curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 4
0-method not mentioned
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

Pg 15 con't B

See Xerox

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 curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

20.1 4

0-method not mentioned
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:

Pg 15 con't B

See Xerox 16a

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

20.2 N.A.

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

Question 20.0

16a

Measurement The Van Alstyne was administered to the control group in the manner designated in the evaluation design, (Original proposal p. 47). The results of the pre-test in September and the post-test in May will be compared prior to June 30, 1970.

Second graders at Mission View School, who had taken part in a Bilingual Bicultural Pilot Program during the 1968-1969 school year, were eliminated from the control group.

The teacher-made tests have not yet been designed, however, the specific student performances from which their tests will be designed, appear in Appendix B, 1 & 2. The actual tests will be constructed at the summer workshop and administered at the beginning and end of the school year in order to measure student progression.

Procedure The first graders are communicated with in the language they best understand whether it be Spanish or English. This is possible because all of the teachers are bilingual except one and all of the teacher assistants are bilingual. The teacher who is not bilingual relies on her teacher assistant and student teacher to further communicate to those children who best understand Spanish, and team teaches with a bilingual teacher. The first grader's vocabulary lessons begin where he is and are then extended to include and expand both languages. The specific performances, methods and materials are included in Appendix B, Behavioral Objectives 1 & 2.

Measurement According to the evaluation design (original proposal, p. 45) the Van Alstyne post test will be administered to the experimental group upon their entrance into second grade. It will also be administered in May 1970 to measure the progression made.

Question 20.1

2. The first graders will receive a more efficient intellectual base for second grade after participating in the program than a comparable control group as measured by the Lorge Thorndike. The intellectual base includes identifying, time orientation, listening, recall, following directions, numerical and ordinal concept formation, and discrimination of change process. The progression of the first graders will be measured by teacher-made tests.

21.0 SELF-ESTEEM: 21.0 7, 12

Stated methods of project compenent expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-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)

22.0 LEARNING STRATEGIES 22.0 1

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

1) see p. 9a + 11a - involvement of Mothers as prime educators for pre-school & Kindergarten students. Mothers learn educational methods & are

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)

22.0 LEARNING STRATEGIES 22.0 1

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

1) see p. 9a + 11a - involvement of Mothers as prime educators for pre-school & Kindergarten students. mothers learn educational methods & are encouraged to communicate with their children & to encourage their children to communicate.

23.0 BICULTURAL COMPONENT

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

22.0

2) language learning is not isolated from learning of content and conceptual development.

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

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

23.4 In the bicultural compenent knowledge of the N-EHT culture involves (mark all that apply) 23.4 8
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 NEHT or EHT
(8)-Other (specify)- food, songs, dances and games of Mexican-American culture

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

24.0 COMMUNITY COMPONENT

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

23.4 In the bicultural compenent knowledge of the N-NNT culture involves (mark all that apply) 23.4 8
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)- food, songs, dances and games of Mexican-American culture

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

24.0 COMMUNITY COMPONENT

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

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

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 9,3,10

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

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4,5,6

0-type not specified
no-not sought
(1)-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
(4)-community advisory groups
(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

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,3,4

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

24.6 The school is open to the community through: 24.6 2

0-not mentioned
no-school is not open to community for community use

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

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 1,4,5,6

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
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

24.5 The school keeps informed about community interests, events and problems through: 24.5 1,2,3,4

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

24.6 The school is open to the community through: 24.6 2

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

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1, 2, 3, 5, 7

1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
7- slide sequence and project booklet

Pg 23 Final Eval.

Question 25.2

I. GENERAL STATUS OF THE PROJECT

The Bilingual-Bicultural Project was well received in the schools and communities in which it was implemented this first year. Through on-site conversations with project personnel, a high degree of enthusiasm and commitment to the total project goals was evident. Many of the project teachers, aides, and community representatives were eager to work "late hours" in their planning for project activities. Other teachers in the schools (not directly associated with the Bilingual-Bicultural Project) expressed interest in the activities, materials, and methods being developed within the project--hopefully, that they might make their own classroom experiences more meaningful for the bilingual student. School administrators were proud of the project and expressed a great deal of in-depth knowledge regarding the daily activities of the project as they guided visitors through the classrooms. Parents and community personnel expressed that they felt this project was "very helpful," taking into consideration their needs and problems in the planning of meetings and activities. In general, the auditors found very positive attitudes regarding the project and its activities.

However, the first year of implementation of the project was not without problems, both major and minor, which kept the project from achieving even more success. These problems have been discussed and tentative solutions have been incorporated into the continuation proposal which will be reviewed in the Critique Report, 1970-71.

25.2 Project's impact: 25.2 1

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

Pg 3 Final Audit '70 see Xerox 20a

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 0

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

Project attempted to find a control group but did not

26.2 Evaluator has personally observed students in the program: 26.2 1

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

26.3 Evaluator has met with teachers: 26.3 2

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

27.0 EVALUATION PROCEDURE

27.1 0-not specified 27.1 3
1-A comparison group has been chosen
2-A comparison group will be chosen
(3)-A comparison group has not been chosen

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

NA