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*John D. Sullivan, Director*
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The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally coordinated program of bilingual education.

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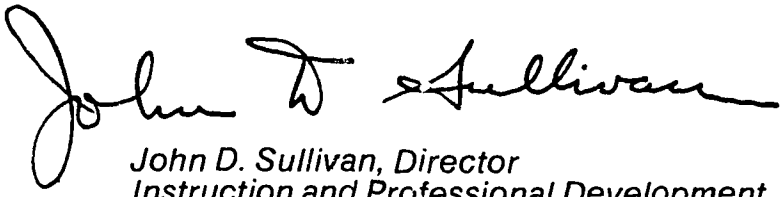

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Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page /19/ of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical -- it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligible institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca
Regional Commissioner

# BILINGUAL EDUCATION IN P.L. 93-380

## Introduction

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally coordinated program of bilingual education.

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provision for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels -- Federal, State, and local.

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The body of the paper examines three aspects of such a program. First, it will review the various bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the law.

## I. Bilingual Educational Components of P.L. 93-380

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

As noted above there are more than twenty different programmatic references to bilingual education in P.L. 93-380. In most of these instances the law merely states that provision must be made for equal educational opportunities for persons of limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support bilingual activities.

The complexity and magnitude of the coordination problem comes into clearer focus if the programmatic bilingual components are depicted on a circle diagram. (See Figure 1.) While most of the program support falls outside of the bilingual impact area, it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the stress is and where the action will take place. (Also see Attachment B.)

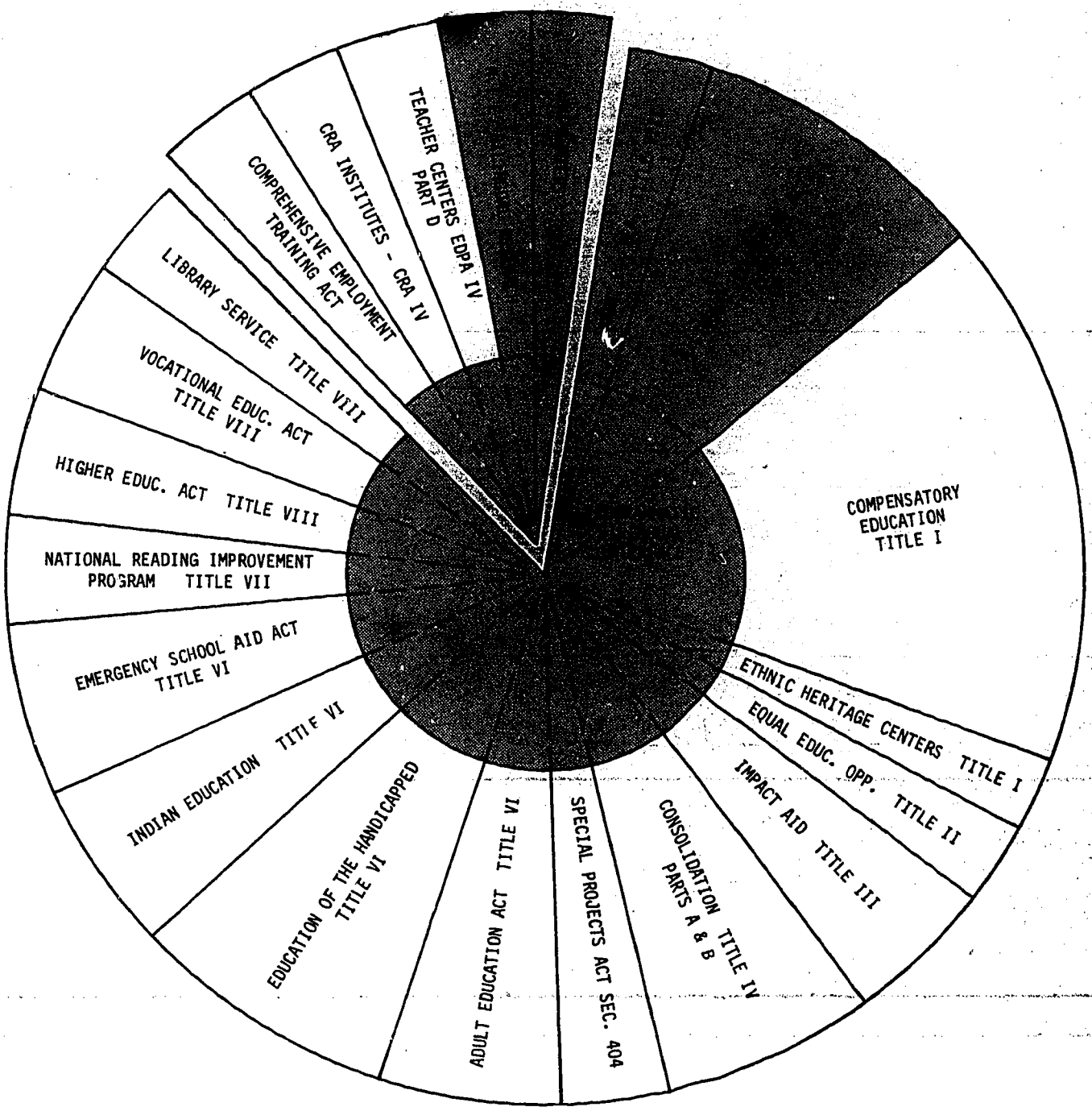
A. Compensatory Education. Title I not only continues the special programs for educationally deprived children but extends compensatory education to children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that the disproportionate number of children growing up in non-English-speaking homes can be classified in one or more of the above categories. Title I funds will continue to make a major contribution to the education of the bilingual child.

B. Bilingual Education Act. The strongest mandate in support of bilingual education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary and Secondary Education Act of 1965. The law authorizes a sliding scale of funding over the next four years which if fully implemented would more than double existing support. One-third of all appropriations are to be set aside for training bilingual teachers. The National Institute of Education is authorized to conduct a five million dollar Bilingual Research Program annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of bilingual education programs, for supplementary community adult or preschool programs, and to assist State departments of education to provide technical assistance and coordinate bilingual educational activities. Each State educational agency receiving funds is to submit an annual "State Plan," and priority is to be given to geographic areas with greatest need.

Figure 1

93-380

PRO[redacted] NGUAL INTERFACE DIAGRAM



C. Ethnic Heritage Study Centers. Title I ends with a reference to Ethnic Heritage Studies in Section III. The legislation authorizes continued support for such Centers to July 1, 1978.

D. Equal Educational Opportunity. The only reference to bilingualism found in Title II is Section 204 (F) where the law states emphatically that "the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional programs" is deemed an unlawful practice.

E. Federal Impact Aid Programs. Title III makes major changes benefiting the bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impact Aid funds spent by local education agencies for the benefit of bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The law further stipulates under Subsection 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. Consolidation Programs -- Title IV. Three references are made to bilingual education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior." Section 403 makes assurance that bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404 (G) which authorizes projects for the identification and education of gifted and talented children, including those with limited English-speaking ability.

G. Bilingualism in Non-ESEA Legislation. Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for Bilingual Adult Education Programs. Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both English and the native language of the adult. Fifteen percent of the State's Adult Education allotment is to be set aside for Special Adult Education Projects, including the development of "methods for educating persons of limited English-speaking ability."

P.L. 93-380 amends and extends the Education of the Handicapped Act through 1977. Section 614 authorizes a one-year only special State entitlement to assist States in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary, and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The law also broadens the screening procedures used in identifying handicapped children by stipulating "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."

The Indian Education Act of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in engineering, medicine, law, business, forestry, and related fields. (Attachment C cites the major references to Indian education in P.L. 93-380.)

Title VI [illegible] ds the Emergency School Aid Act through June 30, 1976. As has been [illegible] ious years this piece of legislation has provided extensive su[illegible] ilingual education.

H. National Reading Improvement Program. Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies." One of the criteria set forth in the application process stipulates that provision must be made for "the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability."

I. Postsecondary Educational Programs. Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new bilingual implications in each of the amended laws.

There are three major changes benefiting the bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people." Previously there had been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability." Such students may also receive "guidance and counseling in order to enable them to pursue a postsecondary education."

The Higher Education Act is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiving the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the Vocational Education Act of 1963 by specifically authorizing bilingual vocational training for persons of limited English-speaking ability, and by adding a new Part J carrying the title "Bilingual Vocational Training." Part J is intended to provide language instruction for skilled and semiskilled workmen already in the labor market, and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment." Training allowances for participants in Part J Bilingual Vocational

| PROGRAMMATIC PRODUCTS AND ELEMENTS | INVENTORY | DOCUMENT | DISSEMINATION | IDENTIFY | INVOLVE | PLAN | COORDINATE | ADMINISTER | INFORM | ASSIST | SUPPORT | FUND | RESEARCH | DEVELOP | TRAIN | MONITOR | TEST | ANALYZE | EVALUATE | REPORT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESEA VII Historic Projects | X | X | X | X | | | X | | | | | | | | | | | | | |
| ESEA I Historic Projects | X | X | X | X | | | X | X | X | X | | | | | | X | | | | X |
| ESAA IV Historic Projects | X | X | X | X | | | X | X | X | X | X | X | | | | X | | | X | X |
| State Supp[illegible] BE Programs | X | X | X | X | | | X | X | | | | | | | | | | | | |
| Significant Locally Funded Projects | X | X | X | X | | | X | X | | | | | | | | | | | | |
| Private/Non-Profit Contributions | X | X | X | X | X | | X | X | | | | | | | | | | | | |
| Migrant Student Record Transfer System | | | | | X | | X | | | | X | | | | | | | | | |
| SEA Bilingual/Bicultural Offices | | | | | X | X | X | X | | | | | | | | | | | | |
| Regional Service Centers, ESEA III | | | | | X | X | X | X | | | | | | | | | | | | |
| General Assistance Centers, ESAA IV | | | | | X | X | X | X | X | X | X | X | | | | X | | | X | X |
| Regional Instructional Development Centers | | | X | | X | | X | X | | | X | X | | | | X | | | | X |
| State Voc. Ed. Instructional Material Centers | | | X | | X | | X | X | | | | | | | | X | | | | X |
| Teacher Center Projects, EPDA, Part D | | | | | X | X | X | X | X | X | X | X | | X | | X | | | | X |
| Task Force de la Raza | | | X | | | X | X | X | X | | X | X | X | X | X | X | X | X | X | X |
| Lau Centers CRA IV, Sec. 403 | | | | | | X | X | X | | | | | | | | X | X | X | X | X |
| CRA Institutes, CRA IV, Sec. 404 | | | | | | X | X | | | | | | | | | X | X | X | X | X |
| Indian Ed. Grants, IEA, Parts A, B, & C | | | | | | | X | | | | | | | | | | | | | |
| MDTA Skill Centers | | | | | | | X | | | X | | | | | | | | | | |
| CETA Job Training | | | | | | | X | | | X | | | | | X | | | | | |
| Bilingual Voc. Ed. Training, VEA, Part J | | | | | | X | X | | | X | X | X | | X | X | X | | | X | X |
| National Bilingual Clearinghouse | | | X | | | X | X | X | | | | | | | | | | | | |
| National Clearinghouse and Adult Ed. | | | X | | | X | X | X | | | | | | | | | | | | |
| NIE Compensatory Ed. Experimental Ed. Centers | | | | | | | X | | | | | | X | X | | | X | X | X | X |
| Postsecondary Bilingual Programs | | | | | | X | X | X | | X | X | X | | | | X | | | X | X |
| Library and Learning Resources | | | | | | X | X | X | | | | X | | | | X | | | | X |

Figure 2

Programs are subject to the same conditions or limitations as those set forth in Section III of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the Library Services Construction Act to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability."

One final but significant amendment affecting bilingual education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual Children to July 1, 1978.

## II. Analysis of Issues

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of programmatic products. Once a product is in place it sets in motion a predicted logic of anticipated activities. The interface of those activities upon the products results in predictable issues.

An expanded bilingual program in Region VI will create a predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas. Let us consider a model bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2.)

As indicated in the introduction, issues tend to cluster around areas of stress. Using the examples contained in the Region VI interface grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. The Continuity Issue. Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key bilingual products occurring in Region VI are identified in the model above, such as historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de La Raza, and Southwest Educational Development Laboratory.

Any planned expansion of bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the ERIC Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects Again the ERIC system can be relied upon as a link to the past and a bridge to the future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process. Only people can make the intellectual process "click." There are already many dedicated bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian education, gifted and talented, the handicapped, early childhood, and adult education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

B. The Communication Issue. As noted earlier, the new legislation makes provisions for bilingual education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of bilingual programs in 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out." Presentations have been made before each of the State departments of education and other educational groups in Region VI. An interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

C. The Cooperation Issue. The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances cooperation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure cooperation in such activity areas as "involvement," "assistance," and "support."

In almost every instance the law mandates community involvement in planning and implementing bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and regional efforts are encouraged. Even at the Federal level the law is specific in specifying interprogram, interagency, and interdepartmental cooperation. The job to be done merits a total interteam

effort. There must be appropriate interface among such programmatic efforts as State supported and funded bilingual programs, significant locally funded projects, private and non-profit contributions, and the regional and interregional thrusts of Federally sponsored projects. Without cooperation we will either negate or duplicate each other's effort.

D. The Coordination Issue. It is the opinion of the Region VI OE staff that the success of the bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximize program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the bilingual effort in Region VI. Task Force de La Raza, headquartered in Albuquerque, with Regional offices in San Antonio, Chicago, Denver, and Sacramento, provides a logical interregional coordination network. They have sponsored significant bilingual conferences, compiled statistical data on various facets of the bilingual problem in the Southwest, provided technical assistance upon request to local, State, regional, and national groups, and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. Lau Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The law makes provisions for national coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs." The term "other programs" is defined on page 29 of the law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the law call for nationally coordinated bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Community Schools

Act, page 66; and finally the entire text of the Bilingual Education Act, pages 20 through 20. How the divergent elements are to be coordinated at the national level is of vital concern to the bilingual leadership in the Southwest.

E. The Compliance Issue. Any Federal program must be monitored for compliance with the law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for bilingual educational activities falls heavily on Regions VI and IX. Approximately half of all the bilingual population live in the Southwest. The problem of compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican American.

More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing civil rights assurances to such a diverse bilingual population will impose a major administrative problem for the regional OE/OCR/ORD staffs of Regions VI and IX.

## III. Reactions and Response

Assuming we have identified some of the key issues involved in an expanded bilingual education program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the bilingual community, educationally as well as socially and economically?

2. What policy changes are advisable?

3. What organizational structure is necessary to effectively coordinate bilingual programs mandated in P.L. 93-380?

4. What administrative decisions need to be made?

5. How shall the Office for Civil Rights be involved?

6. What effect does this paper have on the development of "Rules" and "Regulations?"

7. What significance will a noncoordinated effort have on the Office of Contracts and Grants?

8. What is the role of the Deputyships to a nationally coordinated bilingual educational thrust?

9. Are there good examples of coordinated programs in OE which could serve as models?

10. How can NIE and NCES activity best support OE's effort in bilingual education?

11. Are programmatic set-asides advisable?

12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

Recommendations: That the Commissioner immediately appoint an intra-agency Task Force representative of the Deputyships and the Regional Offices and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,

2. Develop policy and directive statements,

3. And report their findings via MIS strategy within a specified time frame.

Attachment A

## Legilsation Amended by P.L. 93-380

| | Minor References Pages | Major References Pages |
|---|---|---|
| Adult Education Act | 29,93,124,128 | 93 |
| Budget and Accounting Act of 1921 (definition only) | | 113 |
| Career Compensation Act of 1949 (definition only) | | 38 |
| Civil Rights Act of 1964 | | 37 |
| Comprehensive Employment and Training Act of 1973 (definition only) | 125,126 | |
| Cooperative Research Act, P.L. 83-531 | | 61 |
| Economic Opportunity Act of 1964 | | 40 |
| Educational Amendments of 1972 | | 79 |
| Education of the Handicapped Act | 96,128 | 96 |
| Emergency Insured Student Loan Act of 1969 | | 79 |
| Emergency School Aid Act | 29,36 | 104 |
| ESEA of 1965 | 20,29,52,102,116,127,129 | 5 |
| General Education Provisions Act, P.L. 90-247 | 65,67 | 73 |
| Higher Education Act of 1965 | 79 | 120 |
| Impact Aid Act, P.L. 81-874 | | 38 |
| Indian Education Act | | 102 |
| Library Services and Construction Act | 29,52,59 | 126 |
| Migration and Refugee Assistance Act of 1962 (modified) | | 41 |
| National Defense Education Act of 1958 | 53,60 | 105 |
| Social Security Act | 7 | 118 |
| Vocational Education Act, 1963 | 29 | 123 |

## New Acts or Legislation Embodied in P.L. 93-380

| | |
|---|---|
| Bilingual Education Act of 1974 | 20 |
| Equal Education Opportunities Act of 1974 | 31 |
| Family Rights and Privacy Act of 1974 (Buckley Amendments) | 91 |
| Mathias Amendment (Special 1 year only grant for Handicapped) | 97 |
| National Reading Improvement Program | 105 |
| Special Projects Act of 1974 | 61 |
| The Community Schools Act | 66 |
| Tyding's Amendment (carryover funds) | 79 |
| Women's Educational Equity Act of 1974 | 71 |

Attachment B

## Public Law 93-380
## Implications for Bilingual Education

I. Compensatory Education (ESEA I)
(Title I, Section 102, pp. 8, 18)

A. Ethnic Heritage Study Centers (ESEA IX)
(Title I, Section III, p. 30)

II. The Bilingual Education Act
(Title I, Section 105, pp. 20-29)

A. Amends Title VII of ESEA

1. Provides grants to LEAs to meet the needs of children with limited English-speaking ability.

2. Preschool and supplementary programs may also be funded.

3. Programs may be established for adults.

4. Particularly for parents of children participating in bilingual programs.

B. Program Characteristics

1. Must provide instruction in child's native language, also English.

2. Limited number of English-speaking students may enroll.

3. Bilingual students to attend regular classes in subjects such as art, music, and physical education.

III. Desegregation (Title II, Section 204, p. 32)

A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.

IV. Impact Aid (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)

V. Consolidation (Title IV, Section 401, p. 55 plus p. 57)

A. Basis of distributing Part B funds.

1. Greatest amounts to districts with greatest number of disadvantaged children from homes.

2. Programs designed for families in which English is not the dominant language.

Attachment B (cont.)

B. State Advisory Council must include professional persons with bilingual competence.

VI. Special Projects Act (Title IV, Section 404, p. 66)

A. Provides funds for model projects for gifted and talented children.

B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

A. AEA is amended to include provisions for bilingual programs for adults.

1. Instruction is to be in both English and the native language.

2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.

B. Provision is made for special bilingual experimental demonstration projects under Section 607.

1. Funds may be used for development of innovative methods.

2. Also for the training of personnel for adult bilingual programs.

VIII. Education of the Handicapped, Section 614, p. 98

IX. Indian Education Act, Sec. 632, Section 614, p. 98

X. Emergency School Aid Act, Section 641, p. 104

XI. The National Reading Improvement Program (Title VII, Section 705, p. 107)

A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.

B. Applicants must provide for the use of bilingual methods and techniques.

XII. Higher Education Act of 1965

A. Developing Institutions for Spanish-speaking people Sec. 832, p. 120.

Attachment B (cont.)

B. Guidance and counseling services, Sec. 833, p. 121.

C. Legal Training, Sec. 836, p. 121.

XIII. Vocational Education Act of 1963 (Title VIII, Section 833, pp. 120-121, Section 841, pp. 123-127)

A. Section 833 provides English language instruction counseling and guidance for students of limited English-speaking ability.

B. Section 841 provides $17.5 million for FY 75 for bilingual vocational education and adult education programs.

1. The section also specifies that persons of limited English-speaking ability are to be included as members of the National Advisory Council on Vocational Education.

2. Students of limited English-speaking ability may be included on State advisory councils.

C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.

1. Designed to train or retrain individuals with limited English-speaking ability for nonprofessional employment.

2. Develop and disseminate accurate information on bilingual vocational training.

3. Report annually to the President and Congress.

4. Appropriates $17.5 million for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act (Title VIII, Sec. 841, pp. 126-127)

A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English-speaking ability.

B. LSCA plan must accommodate communities with high concentrations of low-income families.

XV. Extension of Advisory Council (Title VIII, Sec. 845, p. 129)

A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.

Attachment C

## Public Law 93-380
## Implications for Indian Education*

1. Compensatory Education for Indian Children
   (Title I, Section 101, p. 5, p. 8 -- EA of '74)

   a. OE funds to be transferred to Department of Interior for special education needs of disadvantaged Indian children:

      (1) must live on reservations or
      (2) attend DOI schools.

   b. 1% of Title I funds reserved for territories and Indian children.

2. Bilingual Education for Indian Children
   (Bilingual Ed Act, Title I, Sec. 105, pp. 24-25 -- EA of '74)

   a. Grants for bilingual education:

      (1) to schools operated predominantly for Indian children, and
      (2) to Secretary of DOI for children living on reservations.

   b. Secretary of DOI to compile bilingual studies:

      (1) An annual report on projects and funds
      (2) A needs assessment on bilingual education for Indian children.

3. Impact Aid for Indian Children
   (Title III, Sec. 305, pp. 46-47 -- EA of '74)

   a. LEAs must guarantee that children residing on Indian lands will be included in school programs on an equitable basis.

   b. Indian children classified as A students for determining impact aid payments.

   c. Funded at 100% level.

4. Consolidation Grants for Indian Children
   (Title IV, Sec. 401, p. 54 -- EA of '74)

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*Prepared by Harold A. Haswell, Director, Developmental Programs Planning and Evaluation, USOE, ROVI, Dallas, TX.

Attachment C (cont.)

a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school).

(1) Provides support for Libraries and Learning Resources (Part B), and
(2) Educational Innovation and Support (Part C).

5. Education of Handicapped Indian Children (Title VI, Sec. 614, p. 98 -- EA of '74)

a. Authorizes grants of $8.75 for each child ages 3-21 for FY 75 only, for all handicapped children in the State.

b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

6. Indian Education Act extended and expanded.

a. Extends Section 303 (a) (1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.

(1) Sec. 303 is amended to increase the percentage of funds reserved for Indian controlled schools from 5% to 10%.

b. Section 810g of ESEA is also extended through fiscal year 1978.

(1) This section provides grants to improve educational opportunity for Indian children.
(2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.

c. Provides fellowships and scholarships for Indian professionals.

(1) Authorizes $2 million per year for teacher training fellowships and grants.
(2) Also authorizes 200 fellowships for Indian professional graduate students.

7. Extension of Advisory Council (Title VIII, Sec. 845, p. 129 -- EA of '74)

a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.

STATE BILINGUAL EDUCATION PROGRAMS:
A NEW FRONT

Excerpt from School Finance Reform: A Legislators' Handbook (pp. 31-34), John J. Callahan and William H. Wilken, Editors, published by the Legislators' Education Action Project, National Conference of State Legislators, Suite 702, 1150 17th Street N.W., Washington, D.C. 20036. Reproduced by permission.

STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

. . . many states have initiated bilingual education programs in order to meet the special needs of children from homes where a language other than English is dominant. The 1968 Federal Bilingual Education Act, which became Title VII of The Elementary and Secondary Education Act, its subsequent, substantial funding, and the 1974 U.S. Supreme Court decision in Lau v. Nichols were landmark stimuli in focusing local reformers' and ultimately state attention on bilingual education. Only three states had such programs legislated and funded at the time of Serrano. By 1974-75, however, 13 states had legislated and funded bilingual education programs, while another state had mandated bilingual instruction without legislation.[n]

As Table 3 shows, four states have made relatively strong efforts in bilingual education: Illinois, Massachusetts, Colorado and Louisiana.[o] Each of these state's funding approximates or exceeds significantly the funding for bilingual education provided by the Federal Government's Title VII ESEA. In the case of Illinois, phenomenal increases in funding of its bilingual education program accompanied the state's 1973 general school finance reforms; bilingual education funding rose from $805,000 in 1971-72 to $8,000,000 in 1974-75, the top state funding in the nation. These funds are especially important to Chicago as "nearly two-thirds of (the number of children served) reside in the Chicago area." . . . As will be discussed later, Illinois chose a multi-pronged approach to aid its largest city.

---

[n]Table 3 lists the 13 states; Pennsylvania is the state which has mandated bilingual instruction without legislation.

[o]Louisiana's program, however, is aimed at fostering French as a second language rather than at meeting the needs of children from homes where a language other than English is dominant.

Table 3

STATE LEGISLATED AND FUNDED BILINGUAL EDUCATION PROGRAMS[a]
(Dollars in Thousands)

| State | Initial Legislation | State Allocations 1971-72 | 1972-73 | 1973-74 | 1974-75 | Total Federal Title VII ESEA Bilingual Education Grant Awards 1974-75 | State Allocations as a % of Federal Title VII ESEA Grant Awards 1974-75 |
|---|---|---|---|---|---|---|---|
| Alaska | | | | $ 200 | $ 200 | $ 705 | 28% |
| Arizona | 1969 | $ 100 | $ 100 | 400 | 700 | 2,565 | 27 |
| California | 1972 | | 1,000 | 4,000 | 4,000 | 21,383 | 19 |
| Colorado | 1975 | | | | (b) | 549 | -0-(f) |
| Illinois | 1968 | 805 | 2,370 | 6,000 | 8,000 | 3,414 | 234 |
| Louisiana | 1968 | | 500 | 500 | 1,300 | 1,596 | 81 |
| Massachusetts | 1971 | 1,500 | 2,500 | 2,500 | 4,000 | 2,075 | 193 |
| Michigan | 1971 | | 88 | -0- | -0-(c) | 832 | -0-(f) |
| New Jersey | 1974 | | | | 250(d) | 2,289 | 11(f) |
| New Mexico | 1969 | 100 | 300 | 700 | 1,000 | 3,158 | 32 |
| New York | 1973 | | | 1,500(e) | 1,500(e) | 13,250 | 11 |
| Rhode Island | 1974 | | | | 50 | 1,033 | 5 |
| Texas | 1973 | | | 700 | 2,000 | 15,347 | 13 |
| Column Totals | | $2,505 | $6,858 | $16,500 | $23,000 | | |
| U.S. Totals | | | | | $23,000 | $78,248 | 29% |
| U.S. Totals Less Illinois & Mass | | | | | $11,000 | $72,759 | 15% |

*Estimate

(a)Only included are programs based on state legislation and categorical funding. Thus bilingual education programs in states such as Washington, which are supported from state compensatory education funds, or in Pennsylvania, which are supported solely by local education agencies, are not included.

(b)Major new program to commence in 1975-76, funded at $2,550,000.

(c)$300,000 allocated for 1975-76.

(d)Major new program to commence in 1975-76.

(e)In addition, significant portions of local districts' allocations of state funds under the Urban Education Program (until June 1974) or Chapter 241 Program (since July 1974) have been earmarked by local districts for bilingual education: $3,750,000 in 1973-74.

(f)Will be much higher in 1975-76.

Table Sources: Stanford Research Institute, Educational Policy Research Ctr., State Compensatory Education and Bilingual Programs (Res. Memo EPRC 2158-25) (Menlo Park, Calif.: Stanford Res. Inst., Feb. 1975); Thomas L. Johns, ed., Public School Finance Programs, 1971-72 (DHEW Publication No. (OE) 73-00001) (Washington, D.C.: GPO, 1972), especially Table 2, page 4; U.S. Office of Education, ESEA Title VII Project Summary, By State and Project Location, Giving 1975 Grant Award Totals (Washington, D.C.: USOE, Mimeograph, December 12, 1975); Intercultural Development Research Association Newsletter (San Antonio, Texas: IDRA, September 1975), p. 2; and various state department of education officials, state legislative staff and local education officials.

Colorado's bilingual education legislation was not enacted until 1975, two years after the state's major 1973 general aid formula revisions. The 1975-76 appropriation was $2.5 million, which is 455% of the 1974-75 Federal Title VII funds awarded to the state. One of Colorado's 1973 general aid formula revisions also substantially benefited Denver, despite that city's relatively high wealth. So, Colorado, like Illinois, has chosen a multi-pronged approach to aid its largest city.

In the Northwest and Midwest, where children eligible for bilingual education programs are concentrated in the cities, bilingual aid programs can be seen as a fairly direct way to help cities undertake the tough job of providing an adequate education for their linguistically diverse student populations. Michigan, New Jersey, New York and Rhode Island, in addition to Illinois and Massachusetts, fund state programs. The funding commitments of these four states are quite small, however, compared to the Federal Title VII ESEA funds going into their states. (See Table 3.)

In the Southwest and West, where children eligible for bilingual education programs are more spread out between urban and rural areas, bilingual aid programs obviously have less impact on cities. Nevertheless substantial funding of bilingual programs would still be an important way for states to assist cities in their difficult educational tasks. Next to Colorado, New Mexico appears to have made the second greatest effort in the Southwestern and Western areas of the country. New Mexico's effort, however, is only one-third of the Federal Title VII ESEA allocations in New Mexico. California and Texas have both allocated more funds for bilingual instruction than either Colorado or New Mexico, but their state funds are only 19% and 13% respectively, of the Federal Title VII ESEA allocations in their states. (See Table 3.)

Nationwide in 1974-75, states allocated $23 million for state legislated and funded bilingual education programs. This figure is almost ten times what it was in 1971-72. Similarly the number of states with legislation and funding on the books has grown from only three at the time of Serrano to thirteen at present. Nevertheless, this growth must be placed in perspective. Even considering that state funds for bilingual education might approach $30 million when adding in state compensatory education funds and state department of education general funds used for bilingual education purposes, state program dollars would still be only 38% of Federal Title VII ESEA dollars for bilingual instruction, and are only 13% of state compensatory education program dollars. As for meeting the need in the area of bilingual education, Congressman Edward R. Roybal of California estimates that the Federal Title VII ESEA funds in FY 74 served only 3% of the five million children who are eligible for bilingual programs. . . . Or to look at this another way, if it could be presumed that the total Federal Title VII funds ($78 million in 1974-75) were spent equally on each eligible child (total 5 million), the additional funds available to participating school districts would be only $16 per child. Yet the federal funds are roughly three times the state funds! In short, except for Illinois, Massachusetts and Colorado, state bilingual programs today do not appear to be substantial forces in meeting the needs of cities' disproportionate numbers of linguistically disadvantaged students.

OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

Developed by the Cultural Awareness Center Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.

## OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

The attached outline is offered as a basic approach for a Comprehensive Education Plan (CEP) that will not only address itself to CRA /Civil Rights Act/, 1964, Title VI requirements including Lau, but hopefully will accentuate quality in an educational setting.

Although this outline was originally intended as assistance for ESAA /Emergency School Aid Act/ school districts, it was developed further and could be useful to school districts who are developing a CEP for other than ESAA eligibility reasons.

The agencies listed below /CACTI, New Mexico State Department of Education, General Assistance Center-A, University of New Mexico/ were involved in several work sessions as the outline was developed. One of the sessions included representatives from OCR /Office for Civil Rights/, Regions VI and IX.

The outline is purposely general and flexible to allow for school districts to utilize their own uniqueness and still meet basic requirements.

In this outline "Lau Remedies" refers to the Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols* document accepted and enforced by OCR.

The Lau Remedies and the May 25, 1970, memo * are also used with this outline since reference is made to those documents throughout.

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/*May be obtained from Type B General Assistance Center in your area. See list on page 78./

I. District-Wide Advisory Committees

Adequate provisions for minority participation on the committee and adequate community input and review. This should apply to Advisory Committees under all federal projects.

I. Needs Assessment and Priority Setting

A. Inventory current curriculum, faculty capabilities, existing Federal programs, existing state and local programs and funds, language/cultural/educational background and needs of students, current physical facilities, community resources, available evaluation data (current and applicable).

1. Language assessment

a. Survey all students to determine home or primary language; use Lau Remedies criteria. Survey forms available from SEA /State Education Agency/ Lau or CACTI Lau Center . . . . Lau Remedies document also available from the above sources.

b. Determine the linguistic proficiency of those students identified above and categorize as follows:

1. Monolingual other (than English)
2. Predominantly other
3. Bilingual
4. Predominantly English
5. Monolingual English

2. Determine achievement levels of above students (see pp. 10, 11, and 22 of Lau Remedies . . .).

B. Draw up set of priorities based on identified needs and resources.

I. The Comprehensive Education Plan

A. Restructure curriculum to meet the identified multilingual/multicultural needs of the students.

1. Describe the program(s) you will prescribe for students of limited English-speaking ability (LESA) identified in the language assessment. Provide for the cognitive and affective domains (pp. 4- Lau Remedies).
2. Additional innovative initiatives by the district, or additional items to meet specific identified needs. Alternative programs aside from those suggested in the Lau Remedies but which fill the achievement criteria.
3. Time lines, evaluation designs, staffing, etc., can be incorporated in this section of the [Comprehensive Education Plan] or as separate components addressing the total [Comprehensive Education Plan].

B. Eliminate discriminatory class assignments, ability grouping and special education grouping (see pp. 13, 18- Lau Remedies and other regulations).

C. Adopt affirmative action plan to hire needed multilingual/multicultural and minority teachers and administrators. Document recruiting efforts, transfers, reassignments, etc. (pp. 17- Lau Remedies and other regulations).

D. Develop training program to bring present staff into position to meet the assessed needs. Outline such a program, i.e., when, what (content), duration of training, by whom, participants, etc. (see pp. 15, 16, 17- Lau Remedies).

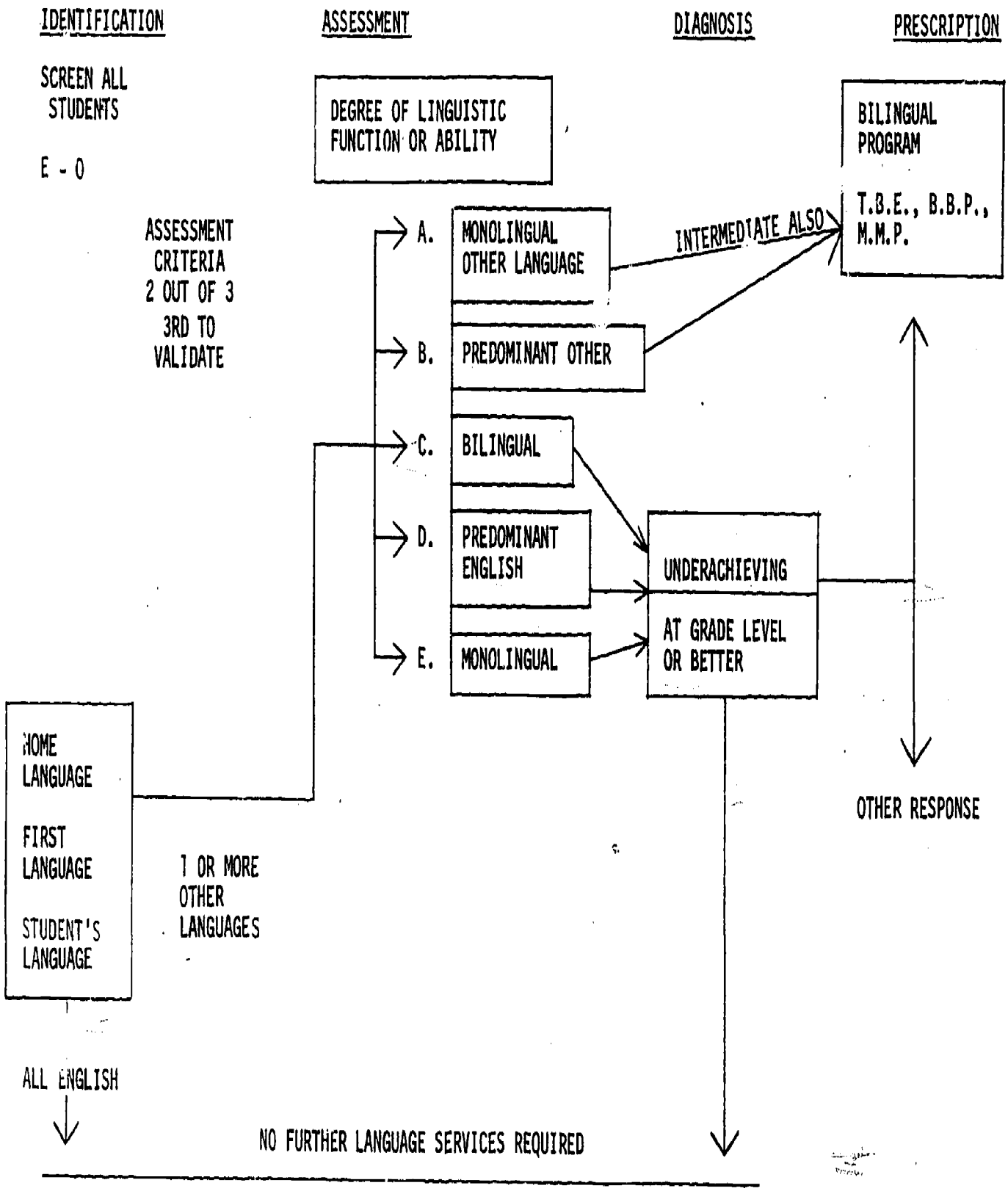
E. Provide for orientation and involvement of secondary school students in the program.

F. Provide notification for parental involvement (see pp. 19- Lau Remedies).

IV. Evaluation (see pp. 20- Lau Remedies)

A. Provide for ongoing evaluation by components, including pre- and post-testing evaluations and formative assessment of programs for needed modifications.

ELEMENTARY


IDENTIFICATION
ASSESSMENT
DIAGNOSIS
PRESCRIPTION
SCREEN ALL STUDENTS
E - O
DEGREE OF LINGUISTIC FUNCTION OR ABILITY
BILINGUAL PROGRAM
T.B.E., B.B.P., M.M.P.
ASSESSMENT CRITERIA 2 OUT OF 3
3RD TO VALIDATE
A.
MONOLINGUAL OTHER LANGUAGE
INTERMEDIATE ALSO
B.
PREDOMINANT OTHER
C.
BILINGUAL
D.
PREDOMINANT ENGLISH
E.
MONOLINGUAL
UNDERACHIEVING
AT GRADE LEVEL OR BETTER
OTHER RESPONSE
HOME LANGUAGE
FIRST LANGUAGE
STUDENT'S LANGUAGE
1 OR MORE OTHER LANGUAGES
ALL ENGLISH
NO FURTHER LANGUAGE SERVICES REQUIRED

V. Implementation and Reporting

A. Set up reasonable and reliable goals and timetables. Implementation of a comprehensive education plan approved by Title VI may take place over a reasonable period of time, with immediate implementation of some parts and more gradual implementation of others, taking into account the particular item in question, the resources of the district, and the unique characteristics of the district.

B. Reporting (see pp. 20- Lau Remedies).

/Comprehensive Education Plan/ must be officially supported by the district's school board.

BACKGROUND LEADING TO LAU vs. NICHOLS

## Definitions

Segregation -- separatism, ethnic isolation, discrimination, lack of equal educational opportunities, etc.

Desegregation -- opposite of the above. Originally had a very narrow meaning; movement of students (busing) because "separate but equal schools" doctrine was ruled unconstitutional. The bringing together of children who are different.

Integration -- refers more to the quality of the relationship between these children who are different.

Quality Integration -- the ideal situation, a culturally and structurally integrated school(s). A multicultural setting.

## BACKGROUND LEADING TO LAU vs. NICHOLS

The following is a brief overview citing some bench marks in the area of civil rights in general and in the attempts to remove discrimination in the public schools of this country. Again discrimination takes on many interpretations when considering a child's participation in equal opportunity.

The "right to discriminate" principle was pretty much upheld by the courts up until about the middle of this century. In 1896, in fact, the Supreme Court ruled that "separate but equal" facilities for Blacks and Whites were constitutional. The case in question was Plessy vs. Ferguson and it involved the availability of railroad cars.

This doctrine was utilized by school districts, particularly in the South, to maintain separate schools for Whites and non-Whites.

In 1954 the Supreme Court ruled, in Brown vs. Topeka School Board, that segregation was unconstitutional. Thus, it reversed the "separate but equal" principle. "Separate educational facilities are inherently unequal." In 1955 the Court ruled that desegretation was to be carried out (at this point desegregation was still defined as the physical movement of students, and whatever was taking place involved non-Whites, to eliminate ethnically identifiable schools).

Fourteen years later in 1969 the Court had to rule that desegregation must take place "at once." This is when the heavy activity (still physical) started. This is when desegregation centers (Type A) were funded although they were authorized in CRA 1964. Also, the government provided funds through ESAP and now ESAA for desegregating and desegregated school districts. The latter category is now given more meaning and we are graduating into "integration" and "quality integration" as . . . roughly defined . . . earlier.

The most significant legislation in civil rights was the Civil Rights Act of 1964. It prohibited discrimination on the basis of race, color, religion or national origin. Now, through Title IX of the Education Amendments of 1972 they have added sex to that list, i.e., the discrimination of people because of their sex . . . .

The Office for Civil Rights was given the responsibility for identifying and terminating any acts of discrimination in the public schools based on the above categories (Title VI of CRA).

Title IV of the Civil Rights Act, 1964 also authorized desegregation centers, now called General Assistance Centers, to assist school districts with the problems of desegregation as enumerated under Title VI. These are the Type A centers and 27 are authorized for this next year (1976).

The May 25, 1970, memo (Pottinger OCR) insisted that school districts be reminded that language and "national origin" are fused and inseparable. [It] specified the Spanish-surnamed child, but . . . implicitly involved all non-English-dominant kids. In other words we might not be discriminating against them because of their national origin, but if there is a language other than English associated with that ethnic group and we deny its use for educational purposes, it is a form of discrimination. The Lau vs. Nichols decision (January 1974) brought this principle to fruition; denial of a student's (K-12) primary or home language is a form of discrimination or of denying equal educational opportunity.

Since the CRA of 1964, Title IV, already provided general assistance centers to deal with desegregation (now language also) issues and problems, we now have 9 centers (Lau Centers) throughout the country to address themselves to the problems of non-English-dominant students and to assist school districts in complying with the regulations as enforced by the Office for Civil Rights. These centers are known also as General Assistance Centers Type B (ours is CACTI) to distinguish them from the A centers who deal with non-language problems and activities. The Lau Centers, because they cross regional lines, are administered from Washington through the Office for Equal Educational Opportunity (OEEO), HEW. The A centers are regionalized, and have less of a service area because there are more (27).

# CACTI ADVISORY/EVALUATIVE COMMITTEE DIRECTORY AND ACTIVITIES

CULTURAL AWARENESS CENTER TRILINGUAL INSTITUTE

College of Education
Multi-Cultural Education Center
The University of New Mexico
Albuquerque, New Mexico 87131

CACTI
General Assistance Center
Type B (Lau Center)

Ray Rodriguez, Director
Joe R. Ulibarri, Associate Director
Margaret Fernandez, Program Specialist
Ida S. Carrillo, Program Specialist
Emma Armendariz, Program Specialist
LaVerne Atkinson, Program Specialist
Lucinda Maestas, Program Specialist
Angelique Acevedo, Program Specialist
Kay Tenorio, Program Specialist
Mary Anne Chavez-Guffain, Program Specialist
Lee Jane Esslinger, Program Specialist
Rita Delgado, Program Specialist

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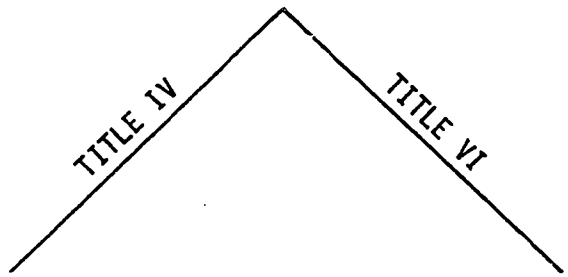
Tomas Villarreal, Jr.
Executive Director
National Education Task Force de la Raza
University of New Mexico
Albuquerque, New Mexico 87131

BRIEF SCENARIO OF CIVIL RIGHTS ACTIVITIES

Plessy vs. Ferguson 1896

Brown vs. Topeka 1954

Civil Rights Act 1964




Office of Equal Educational Opportunity (OEEO)

1. SDE
2. LEA's
3. General Assistance Centers

Office for Civil Rights (OCR)

1. Race
2. Color
3. National Origin

OCR (Pottinger) May 25 Memo, 1970

Lau vs. Nichols 1974

OEEO

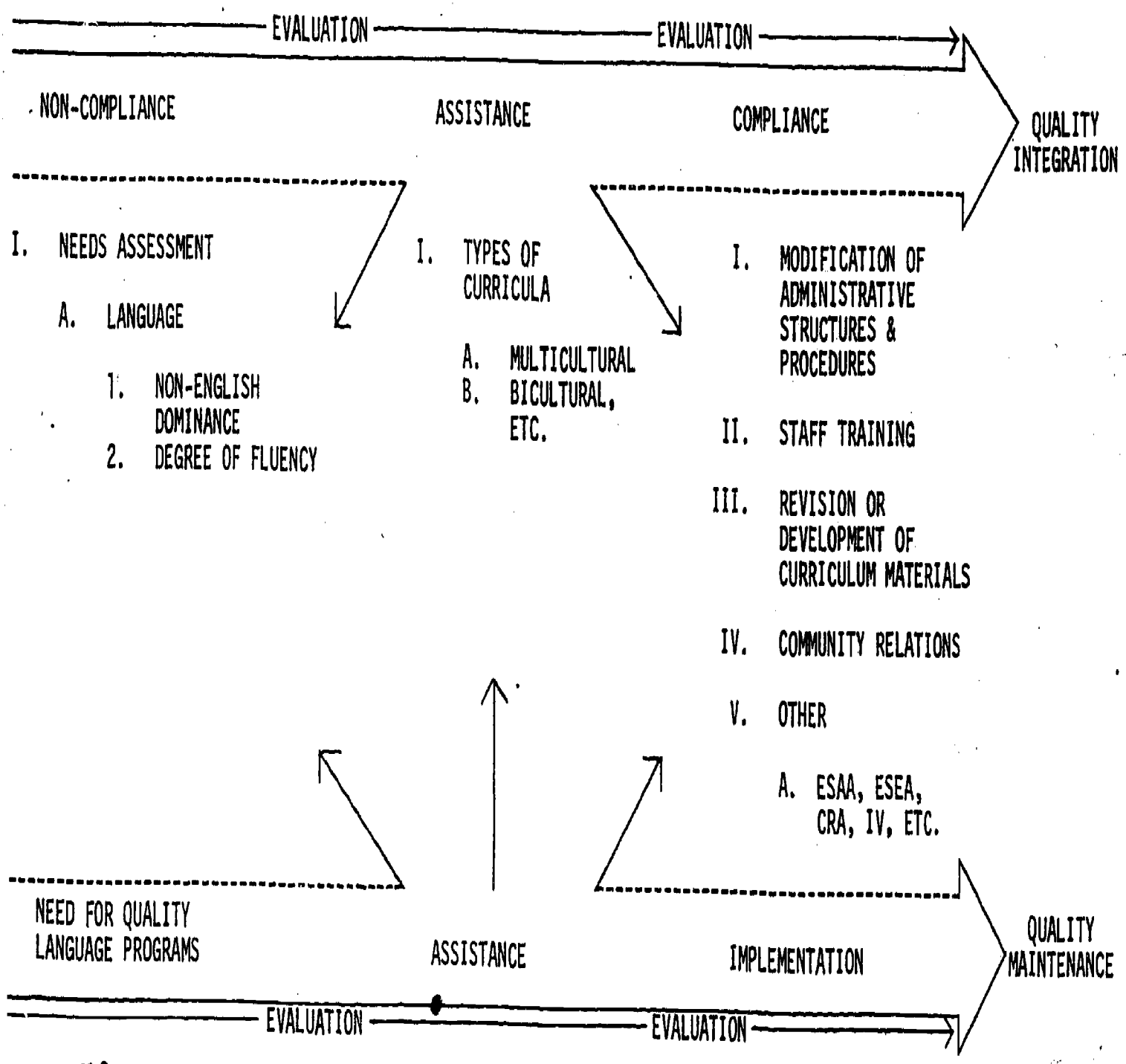
1. SDE
2. GAC "B" (9) Lau Centers

OCR

1. Reviews
2. Identification Non-compliance
3. "Lau Remedies"
4. CEP's

CACTI/SCHOOL DISTRICT

ACTIVITY PHASES



ESAA FUNDING OF BILINGUAL PROGRAMMING

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# ESAA FUNDING OF BILINGUAL PROGRAMMING

**For four years, the U.S. Office of Education, through the Emergency School Aid Act, has been funding the production of bilingual children's television series. These programs are made available to both commercial and noncommercial broadcasters for a small charge to cover the cost of distribution.**

**According to Dr. Dave Berkman, ESAA-TV Program Officer, $14,870,080 has been granted for bilingual programming during ESAA-TV's four years. What follows are descriptions of the funded programs.**

## Already Produced

**Carrascolendas**

The first 78 shows of a 130 half-hour program series for children 3 through 9. Each of these first 78 shows, which is part in English and part in Spanish, is a complete, single storyline musical comedy with an average of six original, fully scored, and frequently choreographed musical numbers. The series takes place in the mythical town of Carrascolendas—a set measuring almost 100 feet square with a dozen buildings surrounding a 50 foot square plaza. Each building interior is fully finished and furnished since all exteriors pull away to allow for complete camera access. Characters include Agapito Gomez y Gomez y Gomez—"the world's only bilingual lion"; Mable, the hip, black magician; and an assortment of zanies and straights, both Anglo and Latino. Action usually includes one or more slapstick bits in each program. The series content stresses affective (emotional and attitudinal) concerns. Evidence from its current PBS airing indicates that *Carrascolendas* appeals equally to both English and Latino youngsters. Produced under two successive funding awards totalling $3,120,809, to KLRN (TV), Austin, Texas.

**Villa Alegre**

The first 130 of 195 shows in this highly popular series of half-hour programs now airing on PBS. Like *Carrascolendas, Villa Alegre* is a Spanish-English series intended for both Anglo and Latino children 3 through 9. However, *Villa Alegre* (like *Sesame Street*), is a modularized (segmented) series, with each show consisting of perhaps a dozen different elements (many of them musical), shot half live-on-tape and half film. Film includes about half animation—both cel- and computer-generated. Each of the *Villa Alegre* shows concentrates on one of five content areas: food and nutrition; energy; environment; interpersonal relations; and man-made things. Produced under two awards totalling $5,160,000, plus a $1,000,000 grant from Exxon Foundation, to Bilingual Children's Television, Inc.

**Mundo Real**

The first 10 shows of a 30 half-hour program bilingual series for children 7 through 12, which is built around the continuing drama format popular with Latino audiences. The series focuses on a fictional, mainland, Puerto Rican family and the problems and opportunities faced by their children. Produced under a $250,000 award to Connecticut Public Television.

## In Production

**La Bonne Aventure**

A bilingual series of 20, 15-minute programs, intended mainly for those children 4 through 8 from French-Canadian backgrounds in the upper Northeastern part of the United States, designed to prepare these children to overcome some of the cultural shock which many experience on entering Anglo-dominant schools. Produced under a $249,402 award to the Maine Public Broadcasting Network.

**Carrascolendas**

Fifty-two more shows of the 130 program bilingual Spanish/English series described above. These 52 programs will focus primarily on the activities of the children who reside in Carrascolendas, but will do so through a modular format. The emphasis on slapstick comedy, music and dance, will remain. Produced under a $1,674,000 award to KLRN (TV), Austin.

**Que Pasa, U.S.A.?**

A series of 20 Spanish-English "sitcoms" for youngsters 12 and above, focusing on the generation gap in a typical Cuban-American family. Produced under two joint awards totalling $500,000 to Community Action and Research, and to WPBT-TV, Miami.

**La Esquina (The Corner)**

A series of 10 dramatic half-hour Spanish-English bilingual programs intended for Mexican-Americans 12 and above. Action will take place in a soda shop frequented by the Chicano and Anglo adolescents around whose problems the series revolves. Produced under a $249,999 award to Southwest Educational Development Laboratory, Austin, Texas.

**Mundo Real**

Shows 11 through 30 of the series described above. Produced under two awards totalling $500,000 to Connecticut Public Television.

**Villa Alegre**

Shows 131 through 195 of the series described above. Produced under a $3,165,870 award together with a $1,000,000 grant from a private source to BC/TV, Inc., Oakland, California.

BILINGUAL PROGRAMS AND GRANTS IN INSTITUTIONS
OF HIGHER EDUCATION

Excerpt from Directory of Title VII ESEA Bilingual Education Programs: 1975-76, published by the Dissemination and Assessment Center for Bilingual Education. For information on possible program additions or changes for 1976-77, contact the center at 6504 Tracor Lane, Austin, Texas 78721.

ARIZONA

Building capacity institutional assistance grants:

| | |
|---|---|
| Northern Arizona University<br>Flagstaff, Arizona 86001<br>Attn: Elinor C. Kyte<br>College of Education<br>(602) 523-9011 | Teachers and Aides<br>Spanish |
| Pima Community College<br>Tucson, Arizona 85709<br>Attn: Department of Bilingual Education<br>(602) 884-6666 | Aides<br>Spanish |
| University of Arizona<br>Tucson, Arizona 85721<br>Attn: Dr. Macario Saldate<br>College of Education<br>(602) 884-1461 | Aides<br>Spanish |

Graduate fellowship program:

| | |
|---|---|
| Arizona State University<br>Tempe, Arizona 85281<br>Attn: College of Education<br>(602) 965-3306 | PhD degree program<br>14 fellowships<br>Spanish |

CALIFORNIA

Building capacity institutional assistance grants:

| | |
|---|---|
| California State University<br>Fullerton, California 92634<br>Attn: Arturo Franco<br>Title VII Bilingual/Bicultural Education Program<br>(714) 870-3994 | Teachers and Aides<br>Spanish |
| California State University<br>Hayward, California 94542<br>Attn: Dr. Delmo Della-Dora<br>College of Education<br>(415) 881-3072 | Aides |
| California State University<br>5151 State University Drive<br>Los Angeles, California 90032<br>Attn: Charles F. Leyba<br>Bilingual Teacher Training Center<br>(213) 224-3676 | Teachers: 17 undergraduate<br>26 graduate<br>Spanish and Cantonese |

CALIFORNIA (continued)

Building capacity institutional assistance grants (continued):

| | |
|---|---|
| College of Notre Dame<br>Belmont, California 94002<br>Attn: Department of Bilingual Education<br>(415) 593-1601 | Teachers and Aides<br>Spanish |
| East Los Angeles College<br>Los Angeles, California 90022<br>Attn: Armando M. Rodriguez<br>Department of Bilingual Education<br>(213) 263-7261 | Teachers and Aides<br>Spanish |
| LaVerne College<br>LaVerne, California 91750<br>Attn: Department of Bilingual Education<br>(714) 593-3511 | Aides<br>Spanish |
| San Diego City College<br>San Diego, California 92101<br>Attn: Dr. Jose Saldivar<br>Department of Bilingual Education<br>(714) 238-1181 | Teachers and Aides<br>Spanish |
| San Diego State University<br>5544 1/2 Hardy Avenue<br>San Diego, California 92182<br>Attn: Dr. M. Reyes Mazon<br>Institute for Cultural Pluralism<br>(714) 286-5193 | Teachers and Aides<br>Spanish |
| University of San Francisco<br>San Francisco, California 94117<br>Attn: College of Education<br>(415) 666-6526 | Teachers and Aides<br>Spanish |
| University of the Pacific<br>Stockton, California 95204<br>Attn: Dr. Augustine Garcia<br>College of Education<br>(209) 946-2011 | Teachers and Aides<br>Spanish |

CALIFORNIA (continued)

Training assistance grant:

| | |
|---|---|
| San Bernardino County Schools<br>602 S. Tippecanoe Avenue<br>San Bernardino, California 92415<br>Attn: Henry F. Dalton<br>SABER: San Bernardino Area Bilingual Education Resources<br>(714) 383-1482 | Paraprofessional training at La Verne College, Chaffey College, and San Bernardino Valley Community College<br>Spanish |

Graduate fellowship programs:

| | |
|---|---|
| California State University<br>Bakersfield, California 93309<br>Attn: Dr. James D. Whitley<br>College of Education<br>(805) 833-2011 | MA degree program<br>3 fellowships<br>Spanish |
| California State University<br>5151 State University Drive<br>Los Angeles, California 90032<br>Attn: Dr. Charles F. Leyba<br>College of Education<br>(213) 224-3676 | MA degree program<br>21 fellowships<br>Spanish |
| California State University<br>6000 J Street<br>Sacramento, California 95819<br>Attn: Dr. Roberto Segura<br>School of Education<br>Bilingual Cross-Disciplinary Graduate Fellowship Program<br>(916) 454-6840 or 451-4409 | MA degree program<br>50 fellowships<br>Spanish and Cantonese |
| San Diego State University<br>5544 1/2 Hardy Avenue<br>San Diego, California 92182<br>Attn: Dr. M. Reyes Mazon<br>Institute for Cultural Pluralism<br>(714) 286-5193 | MA degree program<br>40 fellowships<br>Spanish |
| University of the Pacific<br>Stockton, California 95204<br>Attn: Dr. Augustine Garcia<br>College of Education<br>(209) 946-2011 | EdD degree program<br>20 fellowships<br>Spanish |

## FLORIDA

Training assistance grant:

| | |
|---|---|
| Dade County Public Schools<br>1444 Biscayne Boulevard, Suite 305<br>Miami, Florida 33132<br>Attn: Norma C. De la Torre<br>Career Development for Bilingual/Bicultural Education<br>(305) 350-3178 or 3179 | 85 Teacher Adies<br>55 Teacher Assistants<br>Spanish, French, Vietnamese, and Miccosukee |

Graduate fellowship programs:

| | |
|---|---|
| Biscayne College<br>16400 NW Thirty-second Avenue<br>Miami, Florida 33160<br>Attn: Octavio Pino<br>Department of Bilingual Education<br>(305) 625-1561, Ext. 128 or 129 | MA degree program<br>18 fellowships<br>Spanish |
| Florida State University<br>Tallahassee, Florida 32306<br>Attn: College of Education<br>(904) 644-5553 | PhD degree program<br>5 fellowships<br>Greek |

## ILLINOIS

Building capacity institutional assistance grant:

| | |
|---|---|
| Chicago Consortium of Colleges and Universities<br>25 E.Jackson Boulevard<br>Chicago, Illinois 60604<br>Attn: Sylvia Rodriguez<br>(312) 922-3944 | 50 Teachers and Aides<br>Credit received from:<br>Chicago State, DePaul University, Governors State University, Loyola University, Mundelein College, Northeastern Illinois State College, and University of Illinois at Chicago Circle<br>Spanish |

Graduate fellowship programs:

| | |
|---|---|
| Chicago State University<br>6800 S. Stewart Avenue<br>Chicago, Illinois 60621<br>Attn: College of Education<br>(312) 224-3900 | MA degree program<br>15 fellowships<br>Spanish |

ILLINOIS (continued)

Graduate fellowship programs (continued):

| | |
|---|---|
| University of Illinois<br>Education Building<br>Urbana, Illinois 61801<br>Attn: Department of Bilingual Education<br>(217) 333-1000 | PhD degree program<br>10 fellowships<br>Spanish |

KANSAS

Graduate fellowship programs:

| | |
|---|---|
| University of Kansas<br>Lawrence, Kansas 66044<br>Attn: College of Education<br>(913) 864-2700 | MA degree program<br>5 fellowships<br>Spanish |
| Wichita State University<br>Wichita, Kansas 67208<br>Attn: Kenneth Nickel<br>College of Education<br>Graduate Fellowship Program in Bilingual Education<br>(316) 689-3308 | MA degree program<br>10 fellowships<br>Spanish |

LOUISIANA

Building capacity instutitional assistance grant:

| | |
|---|---|
| Southeastern Louisiana University<br>Hammond, Louisiana 70401<br>Attn: College of Education<br>(504) 549-2000 | Teachers<br>Italian |

MASSACHUSETTS

Building capacity institutional assistance grant:

| | |
|---|---|
| Boston University<br>765 Commonwealth Avenue<br>Boston, Massachusetts 02215<br>Attn: Dr. Maria Estela Brisk<br>School of Education<br>Bilingual Education Teacher Training Program<br>(617) 353-3260 | 70 Teachers (BS and EdM programs)<br>Spanish, Portuguese, and Greek |

MASSACHUSETTS (continued)

Graduate fellowship programs:

| | |
|---|---|
| Boston University<br>765 Commonwealth Avenue<br>Boston, Massachusetts 02215<br>Attn: Dr. Maria Estela Brisk<br>School of Education<br>Bilingual Education Fellowship Program<br>(617) 353-3260 | PhD degree programs<br>6 fellowships<br>Spanish |
| University of Massachusetts<br>Amherst, Massachusetts 01002<br>Attn: Dr. Silvia Viera<br>College of Education<br>(413) 545-0111 | PhD degree program<br>10 fellowships<br>Spanish |

MICHIGAN

Training assistance grant:

| | |
|---|---|
| School District of the City of Pontiac<br>350 Wide Track Drive<br>Pontiac, Michigan 48058<br>Attn: Porfirio Salas<br>Bilingual/Bicultural Teacher In-service Program<br>(313) 857-8443 | 15 Teachers<br>Spanish |

Building capacity institutional assistance grant:

| | |
|---|---|
| Eastern Michigan University<br>Ypsilanti, Michigan 48197<br>Attn: College of Education<br>(313) 487-1849 | Teachers<br>Spanish |

Graduate fellowship program:

| | |
|---|---|
| Michigan State University<br>East Lansing, Michigan 48823<br>Attn: College of Education<br>(517) 355-1855 | MA degree program<br>5 fellowships<br>Spanish |

MISSISSIPPI

Building capacity institutional assistance grant:

| | |
|---|---|
| Mississippi State University<br>State College, Mississippi<br>Attn: College of Education<br>(601) 325-2131 | Teachers<br>Choctaw |

NEW JERSEY

Building capacity institutional assistance grants:

| | |
|---|---|
| Georgian Court College<br>521 Princeton Avenue<br>Lakewood, New Jersey 08701<br>Attn: Rose Ortiz de Lopez<br>Department of Bilingual Education<br>(201) 363-5848 | Teachers - undergraduate and graduate<br>Spanish |
| Kean College<br>Union, New Jersey 07083<br>Attn: Department of Bilingual Education<br>(201) 527-2000 | Teachers - undergraduate and graduate<br>Spanish |
| Rutgers University<br>Graduate School of Education<br>10 Seminary Place<br>New Brunswick, New Jersey 08903<br>Attn: Dr. E. C. Condon<br>Intercultural Relations and Ethnic Studies Institute<br>(201) 932-7588 or 247-3485 | Teachers - graduate level<br>Spanish |

Graduate fellowship program:

Seton Hall University (in collaboration with New York University, NYC)
South Orange, New Jersey 07079
Attn: Dr. John Tsu, Director
Dr. John Young, Co-Director
Chinese/Japanese English Bilingual Institute
(201) 762-9000, Ext. 505

NEW MEXICO

Training assistance grant:

| | |
|---|---|
| University of Albuquerque<br>Albuquerque, New Mexico 87120<br>Attn: Miguel Encinias<br>Central New Mexico Bilingual Program Consortium<br>(505) 831-1111 | 15 Teacher Trainees<br>Keres |

Building capacity institutional assistance grants:

| | |
|---|---|
| New Mexico Highlands University<br>Las Vegas, New Mexico 87701<br>Attn: Elias R. Bernal<br>Title VII Bilingual Education Program<br>(505) 425-7511, Ext. 281, 282, 283 | Teachers<br>Spanish and Indian languages (various) |
| University of Albuquerque<br>Albuquerque, New Mexico 87120<br>Attn: Miguel Encinias<br>College of Education<br>(505) 831-1111 | 15 Teachers<br>Spanish |

Graduate fellowship programs:

| | |
|---|---|
| New Mexico Highlands University<br>Las Vegas, New Mexico 87701<br>Attn: Elias R. Bernal<br>College of Education<br>(505) 425-7511, Ext. 281, 282, 283 | MA degree program<br>15 fellowships<br>Spanish |
| New Mexico State University<br>Las Cruces, New Mexico 88001<br>Attn: Dr. Atilano A. Valencia<br>College of Education, Box 3AC<br>(505) 646-1407 | PhD degree program<br>10 fellowships<br>Spanish |
| University of New Mexico<br>Albuquerque, New Mexico 87106<br>Attn: Willie Sanchez<br>College of Education<br>(505) 277-2231 | MA degree program<br>5 fellowships<br>Native American languages<br>Phd degree program<br>25 fellowships<br>Spanish |

NEW YORK

Building capacity institutional assistance grants:

| | |
|---|---|
| Fordham University at Lincoln Center<br>113 W. Sixtieth Street<br>New York, New York 10023<br>Attn: Dr. Richard E. Baecher<br>Division of Curriculum and Teaching<br>School of Education<br>(212) 956-6628 | 50 Paraprofessionals (undergraduate)<br>150 Teachers from 5 local school districts (MS degree program)<br>Spanish and Italian |
| Hofstra University (in cooperation with BOCES)<br>Calkins Hall, Room 317<br>1000 Fulton Street<br>Hempstead, New York 11550<br>Attn: Dr. Isabel Cid Sirgado<br>School of Education<br>(516) 560-3868 | 65 Teachers - undergraduate and graduate<br>Spanish |
| Long Island University<br>Zeckendorf Campus-Brooklyn Center<br>Brooklyn, New York 11201<br>Attn: Dr. Gladys Wolff<br>Department of Languages and Literature<br>(212) 834-6192 | Undergraduate: Teachers<br>Chinese, French, Italian and Spanish |
| State University of New York at Albany (in cooperation with Beacon School District)<br>1400 Washington Avenue<br>Albany, New York 12222<br>Attn: Dr. Carmen A. Perez or Gilbert Sanchez<br>Bilingual/Bicultural Teacher Preparation Program<br>(518) 457-7539 | Teachers - graduate program<br>Spanish |

Graduate fellowship programs:

| | |
|---|---|
| Fordham University at Lincoln Center<br>113 W. Sixtieth Street<br>New York, New York 10023<br>Attn: Dr. Richard E. Baecher<br>Division of Curriculum and Teaching<br>School of Education<br>(212) 956-6628 | MS degree program, Professional Diploma program, and doctoral studies<br>15 fellowships<br>Spanish and Italian |

NEW YORK (continued)

Graduate fellowship programs (continued):

| | |
|---|---|
| Hofstra University<br>Calkins Hall, Room 317<br>1000 Fulton Street<br>Hempstead, New York 11550<br>Attn: Dr. Isabel Cid Sirgado<br>School of Education<br>(516) 560-3868 | MA degree program<br>20 fellowships<br>Spanish |
| New York University (in cooperation with Seton Hall University, New Jersey)<br>Room 735, East Building<br>Washington Square<br>New York, New York 10003<br>Attn: Dr. Pedro Algarin<br>Division of Foreign Languages and Bilingual Education<br>School of Education<br>(212) 598-2776 | PhD degree program<br>30 fellowships<br>Spanish and French |
| State University of New York at Albany<br>1400 Washington Avenue<br>Albany, New York 12222<br>Attn: Dr. Carmen A. Perez<br>School of Education<br>(518) 457-7539 | PhD degree program<br>15 fellowships<br>Spanish |

PENNSYLVANIA

Graduate fellowship program:

| | |
|---|---|
| The Pennsylvania State University<br>Computer-Assisted Instruction Laboratory<br>201 Chambers Building<br>University Park, Pennsylvania 16802<br>Attn: Dr. Lester S. Golub<br>Bilingual/Bicultural Teacher Training Program<br>(814) 865-0471 | PhD degree program<br>10 fellowships<br>Spanish |

RHODE ISLAND

Building capacity institutional assistance grants:

| | |
|---|---|
| Brown University<br>Box E<br>Providence, Rhode Island 02912<br>Attn: Nelson H. Vieira<br>(401) 863-1000 | Undergraduate and graduate programs<br>Portuguese |
| Rhode Island College<br>Providence, Rhode Island 02908<br>Attn: Department of Bilingual Education<br>(401) 831-6600 | Undergraduate and graduate programs<br>Portuguese and Spanish |

TEXAS

Building capacity institutional assistance grants:

| | |
|---|---|
| Pan American University<br>1201 West University Drive<br>Edinburg, Texas 78539<br>Attn: Dr. George A. Gonzalez<br>Bilingual/Bicultural Education Program<br>(512) 381-2671 or 2672 | 65 students - undergraduate and graduate<br>Spanish |
| St. Edward's University<br>Center for Teaching and Learning<br>Austin, Texas 78704<br>Attn: Sister Marie Andre Walsh<br>(512) 444-2621 | Teachers and Aides<br>Spanish |
| Southwest Texas State University<br>San Marcos, Texas 78666<br>Attn: Carlos Rodriguez<br>Education Department<br>(512) 245-2369 | Undergraduate program<br>Spanish |
| Texas A&I University in Kingsville<br>Campus Box 143<br>Kingsville, Texas 78363<br>Attn: Maria Barrera<br>(512) 595-3106 | Bilingual Assistant training program - undergraduate and graduate<br>Spanish |

TEXAS (continued)

Building capacity institutional assistance grants (continued):

| | |
|---|---|
| University of Texas at Austin<br>Office of Bilingual Education<br>Education Building 562<br>Austin, Texas 78712<br>Attn: Dr. George M. Blanco<br>(512) 471-3919 | Undergraduate and graduate<br>Spanish |
| University of Texas at El Paso<br>College of Education<br>El Paso, Texas 79968<br>Attn: Dr. Marie E. Barker<br>BETO: Bilingual Education Training Opportunities<br>(915) 747-5597 | 110 students of elementary and secondary education<br>Spanish |

Graduate fellowship programs:

| | |
|---|---|
| Pan American University<br>1201 West University Drive<br>Edinburg, Texas 78539<br>Attn: Dr. George A. Gonzalez<br>Education Department<br>(512) 381-2671 or 2672 | MA degree program<br>15 fellowships<br>Spanish |
| Texas A&I University in Kingsville<br>College of Education<br>Kingsville, Texas 78363<br>Attn: Dr. Mario Benitez<br>Fellowship Program in Bilingual Education<br>(512) 595-3106 | PhD degree program<br>30 fellowships<br>Spanish |
| University of Houston<br>College of Education, CNI-SH 442<br>Curriculum and Instruction<br>Houston, Texas 77004<br>Attn: Dr. Max Castillo<br>Doctoral Bilingual Fellowship Program<br>(713) 749-3611 | PhD degree program<br>15 fellowships<br>Spanish |
| University of Texas at Austin<br>Office of Bilingual Education<br>Education Building 562<br>Austin, Texas 78712<br>Attn: Dr. George M. Blanco<br>Bilingual Education Fellowship Program<br>(512) 471-3919 | MA degree program<br>10 fellowships<br>PhD degree program<br>10 fellowships<br>Spanish |

TEXAS (continued)

Graduate fellowship programs (continued):

| | |
|---|---|
| University of Texas at El Paso<br>College of Education<br>El Paso, Texas 79968<br>Attn: Dr. Marie E. Barker<br>Bilingual Education Fellowship Program<br>(915) 747-5597 | MA degree program<br>5 fellowships<br>Spanish |

WASHINGTON

Graduate fellowship program:

| | |
|---|---|
| University of Washington<br>Seattle, Washington 98105<br>Attn: College of Education<br>Bilingual Education Fellowship Program<br>(206) 543-2100 | MA degree program<br>8 fellowships<br>PhD degree program<br>4 fellowships<br>Spanish |

WISCONSIN

Building capacity institutional assistance grant:

| | |
|---|---|
| The University of Wisconsin - Milwaukee<br>School of Education<br>Curriculum and Instruction<br>Milwaukee, Wisconsin 53201<br>Attn: Dr. Diana E. Bartley<br>Bilingual/Bicultural Education<br>(414) 963-5385 | Teachers - undergraduate and graduate<br>Spanish |

## GENERAL ASSISTANCE CENTERS

Type A General Assistance Centers provide help to local education agencies with desegregation issues and problems.

Type B (Lau) General Assistance Centers address themselves to the problems of non-English dominant students and assist school districts in complying with bilingual education regulations as enforced by the Office for Civil Rights.

CIVIL RIGHTS ACTIVITIES
GENERAL ASSISTANCE CENTERS - TYPE A
FY 76 (26)

ALABAMA

Dr. Paul Fanning, Director
The University of Alabama
P.O. Box 6509
University, Alabama 35486
(205) 384-5152

ALASKA

Mr. Robert Arnold, Director
Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501
(907) 274-5638

ARKANSAS

Dr. A. B. Wetherington
Ouachita Baptist University
Arkansas Technical Assistance Center
Arkadelphia, Arkansas 71923
(501) 246-4531, Ext. 294

CALIFORNIA

Dr. Leonard Beckum
Far West Laboratory for Educational
Research & Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3079

CONNECTICUT

Mr. James Barnes
University of Hartford
New England Equal Education Center
69 Lafayette Street
Hartford, Connecticut 06103
(203) 522-7166

FLORIDA

Dr. Gordon Foster, Director
University of Miami
School of Education
P.O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

GEORGIA

Dr. Morill M. Hall, Director
University of Georgia
Center for Educational Improvement
G-12 Aderhold Hall
Athens, Georgia 30602
(404) 542-1821

HAWAII

Dr. Melvin Ezer
University of Hawaii
College of Education
Department of Educational Foundations
2444 Dole Street
Honolulu, Hawaii 96822
(808) 948-7859/8658

ILLINOIS

Mr. David G. Henry, Project Director
National College of Education
Center for Multi-Cultural Education
2840 Sheridan Road
Evanston, Illinois 60201

INDIANA

Mr. Sam Mercantini, Director
Indiana University Foundation
IUPUI
902 N. Meridian Street
Indianapolis, Indiana 46204
(317) 264-4628

LOUISIANA

Dr. Eldridge Gendron
Educational Resource Center
Alcee Fortier Hall, Room 312
Tulane University
New Orleans, Louisiana 70118
(504) 866-5427

MICHIGAN

Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
University of Michigan
1046 School of Education
Ann Arbor, Michigan 48105
(313) 764-1171

MINNESOTA

Dr. George D. King, Project Director
Minnesota Contractors Resource Center
2829 University Avenue, S.E., Room 602
Minneapolis, Minnesota 55414
(612) 376-4848 or 376-3909

MISSISSIPPI

Dr. Norvel Burkett, Director
Mississippi State University
Division of Continuing Education
Drawer NX
Mississippi State, Mississippi 39762
(601) 325-4030

MISSOURI

Dr. Charles Rankin
General Assistance Center
University of Missouri
408 Hitt Street
Columbia, Missouri 65201
(314) 882-6294

NEW MEXICO

Dr. Ernest Gurule
Regents of The University of
New Mexico
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5706

NEW YORK

Mr. Warren Halliburton
Teachers College, Columbia University
Institute for Urban Minority
Education
525 West 120th Street
New York, New York 10027
(212) 678-3350

NORTH CAROLINA

Dr. Clinton R. Downing, Director
East Carolina University
General Assistance Center
P.O. Box 2706
Greenville, North Carolina 27834
(919) 758-6704

OHIO

Dr. James E. Ervin, Project Director
KEDS - General Assistance Center
Kent State University
301 Wright Hall
Kent, Ohio 44242
(216) 672-2828 or 672-2121

OKLAHOMA

Dr. Joe Garrison, Director
Consultative Center for EEO
University of Oklahoma
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 525-1841

OREGON

Dr. Ralph T. Nelsen
School of Education
Portland State University
P.O. Box 715
Portland, Oregon 97207
(503) 289-4624

PENNSYLVANIA

Dr. Ogle Duff, Director
General Assistance Center on School
Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15260
(412) 624-5865

SOUTH CAROLINA

Dr. Richard Kemper, Director
University of South Carolina
College of Education
Columbia, South Carolina 29208
(803) 777-6513

TENNESSEE

Dr. Frederick P. Venditti, Director
224 Henson Hall
Educational Planning Center
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-6638

UTAH

Mr. Richard Thomas
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
(801) 399-5941, Ext. 576

VIRGINIA

Dr. Howard W. Allen, Director
Consultative Resource Center
University of Virginia
School of Education
Ruffner Hall, Emmet Street
Charlottesville, Virginia 22903
(804) 924-3707 or 3725

CIVIL RIGHTS ACTIVITIES
FY 76-77
GENERAL ASSISTANCE CENTERS TYPE B (LAU)

AREA A: Conn., Me., Mass., N. H., N. J., N. Y., R. I., Vt., Puerto Rico, Virgin Islands

Dr. Charles C. Harrington, Director
Dr. Clara V. Velazquez, Associate Director
Bilingual GAC (Box 11)
Teachers College, Columbia University
New York, New York 10027
(212) 678-3156

AREA B: Ala., Del., D. C., Fla., Ga., Ky., Md., Miss., N. C., Pa., S. C., Tenn., Va., W.Va.

Dr. Gordon Foster, Director
Mrs. Rosa Feinberg, Associate
University of Miami (Lau)
School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

AREA C: Ill., Ind., Iowa, Ks., Mich., Minn., Mo., Neb., Ohio, Wis.

Dr. George Beloz, Director
Dr. A. Rexford Rorex, Assistant Director
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
(312) 995-2363

AREA D: Ark., La., Texas

Dr. Jose Cardenas, Executive Director
Dr. Blandina Cardenas, Director
Intercultural Development Research Association
5835 Callaghan, Suite 111
San Antonio, Texas 78228
(512) 684-8180

AREA E: Colo., Mont., N. D., Okla., S. D., Utah, Wyo.

Mr. Bernie Martinez, Director
Coalition of Indian Controlled School Boards
811 Lincoln, 6th Floor
Denver, Colorado 80203
(303) 837-8016

AREA F: Ariz., Nev., N. M.

Dr. Ray Rodriguez, Director
University of New Mexico
School of Education - Lau Center
Albuquerque, New Mexico 87131
(505) 277-5706

AREA G: That part of California south of the northern Boundaries of San Luis Obispo, Kern, and San Bernardino Counties

Dr. M. Reyes Mazon, Director
Dr. Alberto Ochoa, Associate Director
Institute for Cultural Pluralism
San Diego State University
5402 College Avenue
San Diego, California 98182
(714) 286-5193

AREA H: That part of California not included in Area G

Dr. B. Roberto Cruz, Executive Director
Miss Patricia J. Nakano, Manager
Bay Area Bilingual Education League (Lau) Center
2168 Shattuck Avenue
Berkeley, California 94704
(415) 549-2860

AREA I: Alas., Ha., Idaho, Ore., Wash., Guam, Trust Territories, American Samoa

Dr. Antonio Fernandez, Director
Center for Bilingual Education
Lindsay Building -- 710 S. W. Second Avenue
Portland, Oregon 97204
(503) 248-6805

# A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN BILINGUAL / MULTICULTURAL EDUCATION

Copy provided by the Southwest Bilingual Education Resource Center, College of Education, The University of New Mexico, Albuquerque, New Mexico 87131.

ANDERSON and BOYER. Bilingual Schooling in the United States. Published by the Southwest Educational Development Laboratory, Austin, Texas, 1970. (2 volumes)
The study is designed to "reveal the promise" of bilingual education and serves as a guideline for those planning bilingual programs; includes a history of bilingual schooling both in the U.S. and in other parts of the world, sample curriculum models and outlines of needs as related to action and research.

BANKS, JAMES A. and WILLIAM W. JOYCE. Teaching Social Studies to Culturally Different Children. Published by Addison-Wesley Publishing Company, Reading, Massachusetts, 1971.
How to teach social studies to Black children.

BEARD, RUTH M. An Outline of Piaget's Developmental Psychology. Published by Basic Books, Inc., New York, New York, 1969.
The learning process of the child from the beginning to maturity and intelligence. A guide to understanding the most influential child psychologist in the world today.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY. While You're At It. Published by Reston Publishing Company, Inc., Reston, Virginia, 1976.
Two hundred ways to help children learn; for preschool and kindergarten.

CASTANEDA, ALFREDO, RICHARD L. JAMES, and WEBSTER ROBBINS. The Educational Needs of Minority Groups. Published by Professional Educators Publications, Inc., Lincoln, Nebraska, 1974. (2 volumes)
Each of the essays has outlined in some detail the paramounting educational needs of minority groups: Blacks, Native Americans and Chicanos or Mexican Americans.

CAZDEN COURTNEY B., VERA P. JOHN, and DELL HYMES. Functions of Language in the Classroom. Published by Teachers College Press, New York, 1972.

THE DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION. New Approaches to Bilingual/Bicultural Education. Austin, Texas, 1974. (6 volumes)
A series of teacher training materials for bilingual/bicultural education.

DINKMEYER, DON and JON CARLSON. Consulting: Facilitating Human Potential and Change Processes. Published by Charles E. Merrill Publishing Company, Columbus, Ohio, 1973.
This text is intended for basic courses in pupil personnel work offered to administrators, school counselors, psychologists, and social workers. It is also designed for a basic text in consultation.

ENGLE, PATRICIA LEE. The Use of Vernacular Languages in Education. Published by the Center for Applied Linguistics, Arlington, Virginia, 1975.
Survey treats the literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him/her to instruction in a second language.

ESPINOSA, GILBERTO and TIBO J. CHAVEZ. El Rio Abajo. Published by Bishop Publishing Company, Portales, New Mexico.
This book primarily deals with the story of Belen, New Mexico, but identifies at every turn of the road with the entire region of the Rio Abajo, from Isleta Pueblo on the north to Sabinal on the south.

FUCHS, ESTELLE and ROBERT J. HAVIGHURST. To Live on This Earth: American Indian Education. Published by Anchor Press/Doubleday, Garden City, New York, 1973. (2 volumes)
Examined here is every facet of the Native American education.

FURNESS, PAULINE. Role-Play in the Elementary School. Published by Hart Publishing Company, Inc., New York, 1976.
Presents the rationale behind role-play in the elementary school; its focus is practical, explains exactly and clearly how to make this valuable technique an integral part of the curriculum.

FURTH, HANS G. Piaget for Teachers. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.
The best available presentation of key aspects of Piaget's philosophy, theory and findings that have immediate relevance and critical implications for the educational process.

GALICIA, HOMERO H. Chicano Alternative Education. Published by the U.S. Office of Education, Washington, D.C., 1974.
The Chicano alternative schools described in this volume reflect a vast diversity in structure, focus and goals.

GOLLNICK, DONNA M., FRANK H. KLASSEN and JOOST YFF. Multicultural Education and Ethnic Studies in the United States. Published by the American Association of Colleges for Teacher Education, Washington, D.C., 1976. (2 volumes)
An analysis and annotated bibliography of selected documents in ERIC.

GONZALES, DOLORES. Canciones y Juegos de Nuevo Mexico (Songs and Games of New Mexico). Published by A.S. Barnes and Co., Inc., Cranbury, New Jersey, 1974.
Folklore of the Spanish culture.

GROSS, LYNNE. Animales y Numeros (Animals and Numbers). Published by Gross Enterprises, Manhattan Beach California, 1971.

_____. Partes del Cuerpo (Parts of the Body). Published by Gross Enterprises, Manhattan Beach, California, 1971.

_____. Ropa (Clothing). Published by Gross Enterprises, Manhattan Beach, California, 1971.

Designed to teach Spanish-speaking children English, and Spanish to English-speaking children, with an emphasis on developing basic concepts necessary for everyday living.

HARDGRAVE, ROBERT L. JR., and SANTIAGO HINOJOSA. The Politics of Bilingual Education: A Study of Four Southwest Texas Communities. Published by Sterling Swift Publishing Company, Manchaca, Texas, 1975. (4 volumes)

HAWLEY, ROBERT C. and ISABEL L. HAWLEY. Human Values in the Classroom. Published by Hart Publishing Company, Inc., New York, 1975.
This book presents practical ways to create such opportunities as to delineate a sequence of theoretical and practical ideas for creating a classroom climate which promotes personal and social growth.

HENDERSON, ELLEN C. Teaching Reading to Bilingual Children. Published by Exposition Press, New York, 1972.
Furnishes a review of pertinent facts to teachers who hope to guide learners of all ages and abilities to reading success. It includes spelling, writing, talking and ideas that will be of interest to parents, but most of all, it aims to close the chasm between silent reading and the oral responses.

HERNDON, JAMES. How To Survive in Your Native Land. Published by Bantam Books, Inc., 1971.
The challenge of trying to break through to the core of what teaching is all about; this marvelous book has the pace, the power, the inventiveness and fascination of the richest sort of fiction.

HOWE, LELAND W. and MARY MARTHA HOWE. Personalizing Education. Published by Hart Publishing Company, Inc., New York, 1975.
Values clarification has become an immensely popular teaching concept. This book explains just how and why the valuing process can be made to permeate the total education process.

ISAACS, NATHAN. A Brief Introduction to Piaget. Published by Agathon Press, 1960.
This short and distinguished book is a distillation of some of Piaget's ideas so that they can be understood by the layman. The author translates these exciting but difficult theories into clear, readable essays.

JACKSON, CURTIS E. Identification of Unique Features in Education at American Indian Schools. Published by R & E Research Associates, San Francisco, California, 1974.

KARI, JAMES M. A Navajo Reading Bibliography. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974. (2 volumes)

KOZLOFF, MARTIN ALAN. Educating Children with Learning/Behavior Problems. Published by John Wiley & Sons, Inc., 1974.
Written for teachers, parents, speech and language therapists, clinicians, and school administrators working to educate children with a variety of learning and behavior problems--the autistic child, the mentally retarded child, the child with speech or language problems, the oppositional child.

LAMPE, PHILIP E. Comparative Study of Assimilation of Mexican Americans: Parochial Schools Versus Public Schools. Published by R & E Research Associates, San Francisco, California, 1975.
The objectives of this study were twofold: to discover to what extent the Mexican American has been assimilated into Anglo society in San Antonio, Texas, and also to ascertain whether this social process is more or less successful or pronounced in the public school system as compared to the parochial school system.

LITSINGER, DOLORES ESCOBAR. The Challenge of Teaching Mexican American Students. Published by the American Book Company, 1973.
This book presents the case for educational reform as objectively as possible from within the profession and from within the ethnic group itself.

MANUEL, HERSCHEL T. Spanish-Speaking Children of the Southwest. Published by the University of Texas Press, Austin, Texas, 1965. (2 volumes)
Is concerned with children's education and their public welfare; their problems and possible solutions.

MEGUIRE, KATHERINE HOLLIER. Educating the Mexican Child in the Elementary School. Published by R & E Research Associates, San Francisco, California, 1938.

MEYEN, EDWARD L., GLENN A. VERGASON, and RICHARD J. WHELAN. Strategies for Teaching Exceptional Children. Published by Love Publishing Co., Denver, Colorado, 1972.
Focus on exceptional children is to facilitate the dissemination of current information on significant activities and issues in special education.

MONTESSORI, MARIA. The Secret of Childhood. Published by Fides Publishers, Inc., 1966.
This book describes the child with warmth and with the exactness of a scientist. It also discusses the array of materials and techniques nneeded to release his/her learning potential.

MONTEZ, PHILIP. Some Differences in Factors Related to Educational Achievement of Two Mexican American Groups. Published by R & E Research Associates, San Francisco, California, 1960
The objective of this study was to determine the attitudes and thinking of Mexican Americans who attend universities in contrast to those who do not attend.

NAVA, JULIAN. The Mexican American in American History. Published by the American Book Company, 1973. (2 volumes)
This work can open new doors to a new understanding of a group virtually invisible in United States history; this collection of readings will enrich studies in government, sociology, and literature as well as history.

NOGALES, LUIS G. The Mexican American. Published by Stanford University, 1969.
A selected and annotated bibliography.

OGLETREE, EARL J. and DAVID GARCIA. Education of the Spanish-Speaking Urban Child. Published by Charles C. Thomas, Springfield, Illinois, 1975.
This volume explores the social, cultural, linguistic, educational, and psychological barriers that Chicanos confront to enter into the mainstream of middle-class America.

OHANNESSIAN, SIRARPI. Reference List of Materials for English as a Second Language. Published by the Center for Applied Linguistics, Washington, D.C., 1964.
A comprehensive list of annotated bibliographies produced from 1953 to 1963.

ORTEGO, PHILIP D. We Are Chicanos. Published by Washington Square Press, New York, 1973.
An anthology of Mexican American literature.

ORTIZ, ALFONSO. The Tewa World. Published by the University of Chicago Press, Chicago and London, 1969.
A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on the ideas, rules and principles of Tewa culture as reflected by mythology, world view and ritual.

PAULSTON, CHRISTINA BRATT. Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education. Published by the Center for Applied Linguistics, Arlington, Virginia, 1974.
A review of literature on a selected language problem and summary comments on bilingual education.

PHILLIPS, JOHN L., JR. The Origins of Intellect: Piaget's Theory. Published by W.H. Freeman and Company, San Francisco, California, 1969.
A general summary of Piaget's theory, written at a relatively nontechnica level.

PIALORSI, FRANK. Teaching the Bilingual. Published by the University of Arizona Press, Tucson, Arizona, 1974.
This book represents an extremely varied mixture of subject matter and approaches, including opinions and convictions with respect to the problems of bilingual and bicultural students.

PINO, FRANK. Mexican Americans. Published by the University of Texas, San Antonio, Texas, 1974. (2 volumes)
A researched bibliography for the study of Mexican Americans.

POBLANO, RALPH (RAFA). Ghosts in the Barrio. Published by Leswing Press, Inc., San Rafael, California, 1973.
This volume concerns itself with the inner thoughts of Chicano educators who themselves have somehow survived a kindergarten-through-university schooling system and now see others painfully going through the same rejection process.

QUINTANA, HELENA. A Current Bibliography on Chicanos. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974.
The purpose of this bibliography is to bring forth an up-to-date list of books on Chicanos which can be used by teachers who are in need of supplemental materials.

QUIRARTE, JACINTO. Mexican American Artists. Published by the University of Texas Press, Austin and London, 1973.
This volume describes and defines the work of Mexican American artists, a group that has been among the victims of the selection process.

RESTA, PAUL and ROBERT L. BAKER. Components of the Educational Research Proposal. Published by the American Book Company, Van Nostrand Reinhold Company, 1973.
The objective of this sequence is to put the reader in position to prepare a defensible research proposal by outlining the requirements and conditions of each of the basic components.

REYES, IGNACIO. A Survey of the Problems Involved in the Americanization of the Mexican American. Published by R & E Research Associates, Inc., San Francisco, California, 1957.

ROMANO, OCTAVIO IGNACIO. Voices: Readings from El Grito. Published by Quinto Sol Publications, Inc., Berkeley, California, 1971, 1973.
Social science concepts and methodology, with bibliographies, history, education, and the modern state as these subjects relate to the existence of the Chicano population.

RUBEL, ARTHUR J. Across the Tracks: Mexican-Americans in a Texas City. Published by the University of Texas Press, Austin and London, 1966.
This study captures the pathos of a downtrodden minority, relates it to the actual social and economic conditions of the borderlands, and yields some valid examples of political dysfunction and alienation.

SAMORA, JULIAN. Minority Leadership in a Bi-Racial Cultural Community. Published by R & E Research Associates, Inc., San Francisco, California, 1953.

SANDO, JOE S. The Pueblo Indians. Published by the Indian Historian Press, San Francisco, California, 1976. (4 volumes)
This book is an effort to fill a certain vacuum in Pueblo history. The traditional Pueblo history should be seen as the Pueblo Indians themselves know it.

SAVILLE, MURIEL R. and RUDOLPH C. TROIKE. A Handbook of Bilingual Education. Published by TESOL, Washington, D.C., 1971.

SEELYE, NED H. Teaching Culture. Published by the National Textbook Company, Skokie, Illinois, 1974.
Contains activities that encourage interaction with ethnic groups and develop good human relationships.

SIMON, SIDNEY B., LELAND W. HOWE and HOWARD KIRSCHENBAUM. Values Clarification. Published by Hart Publishing Company, Inc., New York, 1972.
Presents numerous practical strategies which plunge student and teacher directly into the evaluation process.

GUIDE TO TEACHER EDUCATION PROGRAMS FOR
BILINGUAL/BICULTURAL EDUCATION
IN U.S. COLLEGES AND UNIVERSITIES

Reproduced from the booklet published January 1975 by the Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

| Schools | Courses Offered |
|---|---|
| **ALASKA** | |
| University of Alaska<br>Fairbanks, Alaska 99701<br><br>Information available from:<br>Judy Fox<br>Writer/Media Specialist<br>University of Alaska<br>Fairbanks, Alaska 99701 | A program in Alaskan Native Languages<br>A BA degree in 8 Alaskan Languages |
| **ARIZONA** | |
| University of Arizona<br>Tucson, Arizona 85721<br><br>Information available from:<br>Hector Mestas<br>The University of Arizona<br>Tucson, Arizona 85721 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Northern Arizona University<br>Flagstaff, Arizona 86001<br><br>Information available from:<br>Elinor Clemons Kyte<br>Advisor, ESL programs<br>Flagstaff, Arizona 86001 | An MA with emphasis in English as a Second Language |
| **CALIFORNIA** | |
| California State College<br>Dominguez Hills<br>1000 East Victoria Street<br>Dominguez Hills, California<br>90747 | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>A professional certification program, other than the above, qualifying educators for bilingual classroom instruction |
| University of California<br>Office of the Dean<br>College of Letters and Science<br>Los Angeles, California<br><br>Information available from:<br>Sarah H. Hogan<br>Assistant to the Dean<br>Address same as above | An MA degree in English as a Second Language |

| Schools | Courses Offered |
| --- | --- |
| California State University Northridge<br>Northridge, California 91324<br><br>Information available from:<br>Norma J. N. Camp<br>Academic Planner<br>Address same as above | A Specialist Credential in Bilingual Education<br>Chicano Studies program, and ESL interdisciplinary minor |
| San Diego State University<br>San Diego, California 92115<br><br>Information available from:<br>Tomas A. Arciniega<br>Dean, School of Education<br>Address same as above | A program leading to an MA or MS degree in Bilingual Education<br>A professional certification program, qualifying educators for bilingual classroom instruction<br>A Bilingual Cross-Cultural Advanced Credential program is offered |
| California State College<br>Sonoma, California 95476 | A professional certification program, qualifying educators for bilingual classroom instruction<br>A Specialist Credential in Bilingual Education |
| COLORADO | |
| Adams State College<br>Alamosa, Colorado 81101<br><br>Information available from:<br>Otto G. Ruff, Supervisor<br>Teacher Education & Certification<br>Colorado Department of Education<br>State Office Building<br>201 E. Colfax<br>Denver, Colorado 80203 | A program leading to a BA or BS degree in in Education, with the concentration in Bilingual Education |
| University of Northern Colorado<br>Greeley, Colorado 80639<br><br>Information available from:<br>Otto G. Ruff, Supervisor<br>Teacher Education & Certification<br>Colorado Department of Education<br>State Office Building<br>201 E. Colfax<br>Denver, Colorado 80203 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>A program leading to a doctoral degree in Education, with the concentration in Bilingual Education by arrangement of the University |

| Schools | Courses Offered |
|---|---|
| Southern Colorado State College<br>Pueblo, Colorado 81004<br><br>Information available from:<br>Otto G. Ruff, Supervisor<br>Teacher Education & Certification<br>Colorado Department of Education<br>State Office Building<br>201 E. Colfax<br>Denver, Colorado 80203 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education |
| Mesa Community College<br>Grand Junction, Colorado 81501 | A training program for bilingual para-professionals Bilingual Teacher Bilingual Teacher Aide curriculum |
| CONNECTICUT | |
| University of Hartford<br>200 Bloomfield Avenue<br>West Hartford, Connecticut 06117 | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Central Connecticut State College<br>1615 North Stanley St.<br>New Britian, Connecticut 06050 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>A professional certification program, qualifying educators for bilingual classroom instruction |
| University of Connecticut<br>Storrs, Connecticut 06268<br><br>Information available from:<br>Dr. John Leach<br>The University of Connecticut<br>Storrs, Connecticut 06268 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>A professional certification program, qualifying educators for bilingual classroom instruction |
| DISTRICT OF COLUMBIA | |
| Trinity College<br>Washington, D.C. 20017<br><br>Information available from:<br>Nancy S. Grayson<br>Address same as above | A program leading to a BA or BS degree in Bilingual Education<br>A program leading to an MA or MS degree in Bilingual Education |

| Schools | Courses Offered |
|---|---|
| HAWAII | |
| University of Hawaii<br>Honolulu, Hawaii 96822<br><br>Information available from:<br>Ruth Crymes<br>Address same as above | An ESL program is offered |
| IDAHO | |
| Boise State University<br>Boise, Idaho 83720<br><br>Information available from:<br>Antonio Ochoa, Consultant<br>State of Idaho Department of Education<br>Boise, Idaho 83720 | Courses in Bilingual Education are offered |
| University of Idaho<br>Boise, Idaho 83720<br><br>Information available from:<br>Antonio Ochoa, Consultant<br>State of Idaho Department of Education<br>Boise, Idaho 83720 | Courses in Bilingual Education are offered |
| ILLINOIS | |
| Southern Illinois University<br>Carbondale, Illinois 62901<br><br>Information available from:<br>Susan K. Bentz<br>Office of the Superintendent of Public Instruction<br>Springfield, Illinois 62706 | A Special Educational Summer fellowship program held in conjunction with the University of Veracruz, Mexico, for certified teachers |
| Chicago State University<br>Chicago, Illinois 60621<br><br>Information available from:<br>Susan K. Bentz<br>Office of the Superintendent of Public Instruction<br>Springfield, Illinois 62706 | A program leading to an MA or MS degree in Bilingual Education |

| Schools | Courses Offered |
|---|---|
| Loyola University of Chicago<br>6525 North Sheridan Road<br>Chicago, Illinois 60626<br><br>Information available from:<br>Connie Steinke<br>Modern Language Department<br>Address same as above | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Northern Illinois University<br>DeKalb, Illinois 60115<br><br>Information available from:<br>Joe Palmer, Director<br>Division of Spanish and Portuguese<br>Address same as above | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Western Illinois University<br>Macomb, Illinois 61455<br><br>Information available from:<br>Dr. Ramon Masley<br>Associate Professor<br>Address same as above | A program leading to a BA or BS degree in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| University of Illinois<br>Education Building<br>Urbana, Illinois 61801 | A program leading to a doctoral degree in Education, with a concentration in Bilingual Education<br>An MA degree in Education, and an MA degree in Social Science |
| INDIANA | |
| Ball State University<br>Muncie, Indiana 47306<br><br>Information available from:<br>Janet Ross<br>Professor of English<br>Address same as above | An MA degree in Linguistics, Specialization in Teaching English as a Second Language<br>An MA degree in English, Specialization in TEFL. Courses are taught bilingually, with a course in English for foreign students. |
| IOWA | |
| University of Iowa<br>College of Education<br>Teacher Corps Program<br>608 Jefferson Building<br>Iowa City, Iowa 52242<br><br>Information available from:<br>Robert Leos, Director<br>Assistant Director<br>Address same as above | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education |

| Schools | Courses Offered |
|---|---|
| LOUISIANA | |
| University of Southwestern Louisiana<br>College of Liberal Arts<br>Lafayette, Louisiana 70501<br><br>Information available from:<br>Gerard L. St. Martin, Coordinator<br>Second Language Specialist Program<br>Address same as above | A professional certification program, qualifying educators for bilingual classroom instruction. Certification for "Second Language Specialist." |
| MAINE | |
| University of Maine<br>Pleasant Street<br>Fort Kent, Maine 04743<br><br>Information available from:<br>Hubert J. Theboclean<br>Address same as above | Bilingual education courses, and an MA degree in French |
| University of Maine<br>Orono, Maine 04473<br><br>Information available from:<br>Edward F. Booth<br>Address same as above | Bilingual education courses in French |
| MARYLAND | |
| University of Maryland<br>College of Education<br>Department of Secondary Education<br>College Park, Maryland 20740<br><br>Information available from:<br>Ann A. Beusch<br>Specialist in Foreign Languages & ESOL<br>Address same as above | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education<br>A program leading to a doctoral degree in Education, with a concentration in Bilingual Education<br>A credit field experience course<br>An MEd in Teaching English to Speakers of Other Languages |
| MASSACHUSETTS | |
| University of Massachusetts<br>Amherst, Massachusetts 01002<br><br>Information available from:<br>Silvia Vera<br>Address same as above | A BA or BS in Bilingual Education and/or Education<br>An MA or MS in Bilingual Education and/or Education<br>A doctoral degree in Bilingual Education and/or Education |

| Schools | Courses Offered |
|---|---|
| Boston State College<br>Boston, Massachusetts 02215<br><br>Information available from:<br>Dr. Richard Newman<br>Boston State College<br>625 Huntington Avenue<br>Boston, Massachusetts 02115 | A BA or BS in Bilingual Education and/or Education<br>An MA or MS in Bilingual Education and/or Education |
| Boston University<br>Teacher Corps<br>755 Commonwealth Avenue<br>Boston, Massachusetts 02215<br><br>Information available from:<br>The Commonwealth of Massachusetts<br>182 Tremont Street<br>Boston, Massachusetts 02111 | Training Program for Bilingual Paraprofessionals An MA or MS degree in<br>An MA or MS degree in Bilingual Education and/or Education |
| Emmanuel College<br>400 The Fenway<br>Boston, Massachusetts 02115<br>Sister Grace Ayers | A BA or BS in Bilingual Education and/or Education |
| Boston University<br>Bay State Road<br>Boston, Massachusetts 02215<br><br>Information available from:<br>Dr. Robert Saitz<br>English Department<br>Address same as above | An MA or MS in Bilingual Education and/or Education |
| Harvard University<br>Cambridge, Massachusetts 02138 | A certification program and courses offered in Bilingual Education. Write the University for information. |
| Leslie College<br>Cambridge, Massachusetts 02138 | A certification program and courses offered in Bilingual Education. Write the College for information |
| Boston College<br>Chestnut Hill, Massachusetts 02167 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| College of our Lady of the Elms<br>Chicopee, Massachusetts 01020 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| University of Massachusetts/Boston<br>Dorchester, Massachusetts | A certification program and courses offered in Bilingual Education. Write the University for information. |

| Schools | Courses Offered |
|---|---|
| Lowell University<br>Lowell, Massachusetts 01854 | A certification program and courses offered in Bilingual Education. Write the University for information. |
| Southeastern Massachusetts University<br>North Dartmouth, Massachusetts 02747<br><br>Information available from:<br>Mrs. Mary Vermette<br>Director, Bilingual Education<br>Address same as above | A BA or BS in Bilingual Education and/or Education<br>An MA or MS in Bilingual Education and/or Education |
| North Adams State College<br>North Adams, Massachusetts 01247 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Anna Maria College<br>Paxton, Massachusetts 01611 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Atlantic Union College<br>South Lancaster, Massachusetts 01523 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Springfield Technical Community College<br>Springfield, Massachusetts 01103 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Westfield State College<br>Westfield, Massachusetts 01086 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Regis College<br>Weston, Massachusetts 02193 | A certification program and courses offered in Bilingual Education. Write the College for information. |
| Worcester State College<br>Worcester, Massachusetts 01602 | A certification program and courses offered in Bilingual Education. Write the College for information. |

MICHIGAN

| | |
|---|---|
| University of Michigan<br>Ann Arbor, Michigan 48104 | A program in Teaching English as a Second Language |
| Mercy College of Detroit<br>8200 West Outer Drive<br>Detroit, Michigan 48219 | A training program for Bilingual Paraprofessionals<br>A program leading to a BA or BS in Education, with a concentration in Bilingual Education<br>A professional certification program, qualifying educators for bilingual classroom instruction |

| Schools | Courses Offered |
|---|---|
| Central Michigan University<br>Mt. Pleasant, Michigan 48859 | A program in Spanish for Bilingual Students |
| NEVADA | |
| University of Nevada<br>Reno, Nevada 89507 | The Teaching of Mexican American Literature and Culture |
| NEW JERSEY | |
| College of Saint Elizabeth<br>Convent Station, New Jersey 07961 | A program in Teaching English as a Second Language |
| Fairleigh-Dickinson University<br>Teaneck, New Jersey 07666<br><br>Information available from:<br>Dr. Lillian Gaffney<br>Address same as above<br><br>Filomena Del Olmo<br>Fairleigh-Dickinson University<br>Madison, New Jersey 07940 | An MA degree in TESL |
| Rutgers, The State University<br>New Brunswick, New Jersey 08903<br><br>Information available from:<br>Cook College<br>Douglass College<br>Livingston College<br>Graduate School<br>Graduate School of Education<br>Newark Law School | A Graduate School of Education, and a Graduate School in Bilingual Education |
| Kean College<br>Trenton, New Jersey<br><br>Information available from:<br>Gladys Braga<br>Georgianna Lynn<br>Address same as above | A BA in Education--Elementary or Secondary, with minor in Bilingual/ Bicultural Education<br>An MA degree in Education, with specialization in Bilingual/Bicultural Education |
| Montclair State College<br>Upper Montclair, New Jersey 07043<br><br>Information available from:<br>Janet Susi<br>Dr. Ercell Watson, Dean<br>Address same as above | A program leading to an MA or MS degree in Bilingual Education |

| Schools | Courses Offered |
|---|---|
| NEW MEXICO | |
| University of New Mexico<br>Albuquerque, New Mexico 87106<br><br>Information available from:<br>Dr. Henry J. Casso<br>Associate Professor<br>Address same as above | A program leading to a BA or BS degree in Education with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>An MA degree in Secondary Education, with a bilingual emphasis |
| New Mexico State University<br>Las Cruces, New Mexico 88003 | A professional certification program qualifying educators for bilingual classroom instruction |
| New Mexico Highlands University<br>Las Vegas, New Mexico 87701 | A program leading to an MA or MS in Education, with a concentration in Bilingual Education |
| NEW YORK | |
| State University of New York at Albany<br>Albany, New York 12222 | A program leading to an MA or MS in Education, with a concentration in Bilingual Education<br>An MS with a TESL emphasis |
| The City College, The City University of New York<br>Department of Elementary Education<br>School of Education<br>New York, New York 10031 | Courses taught bilingually (English, Math, Spanish, etc.) |
| State University of New York College at Brockport<br>English Department<br>Brockport, New York 14420 | A program in TESL<br>A Bilingual academic program |
| Kingsborough Community College, The City University of New York<br>Oriental Boulevard, Manhattan Beach<br>Brooklyn, New York 11235 | A training program for Bilingual Paraprofessionals |
| State University of New York College at Cortland<br>Program in English Sociolinguistics<br>Cortland, New York 13045 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |

| Schools | Courses Offered |
| --- | --- |
| Mercy College, Long Island University<br>Westchester County<br>Dobbs Ferry, New York 10522 | A Practicum in Bilingual Education |
| York College, The City University of New York<br>Department of Teacher Preparation<br>150-14 Jamaica Avenue<br>Jamaica, New York 11432 | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education |
| New York University<br>Division of Foreign Languages and International Education<br>School of Education<br>East Building, Room 735<br>Washington Square<br>New York, New York 10003 | A program leading to an MA or MS degree in Bilingual Education<br>A program leading to a doctoral degree in Education, with a concentration in Bilingual Education |
| Teachers College, Columbia University<br>Language and Education Department<br>Room 319, Main Hall<br>New York, New York 10027 | Courses taught in TESOL and ESOL<br>English as a Second Language |
| The City College, The City University of New York<br>Department of Elementary Education<br>School of Education<br>New York, New York 10031 | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Long Island University<br>Brooklyn Center<br>Zeckendorf Campus<br>Department of Languages and Literature<br>Brooklyn, New York 11201 | A program leading to an MA or MS degree in Bilingual Education<br>An MS in Elementary Education, with a concentration in TESL |
| Fordham University<br>Bilingual and Bicultural Education<br>Fordham Road<br>New York, New York 10458 | A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education |
| Hunter College, The City University of New York<br>Bilingual Education Program<br>Department of Curriculum<br>695 Park Avenue<br>New York, New York 10021 | A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education |
| State University of New York College at Purchase<br>Department of English<br>P.O. Box 337<br>Purchase, New York 10577 | A program in Teaching English as a Second Language |

| Schools | Courses Offered |
| --- | --- |
| Rockland Community College<br>Foreign Language Department<br>145 College Road<br>Suffern, New York 10901 | An English as a Second Language program |
| Staten Island Community College<br>English Department<br>715 Ocean Terrace<br>Staten Island, New York 10301 | An English as a Second Language program |
| OHIO | |
| Bowling Green State University<br>Bowling Green, Ohio 43403 | Courses in English as a Foreign Language, taught bilingually |
| Ohio State University<br>Columbus, Ohio 43210 | Courses in English as a Foreign Language, taught bilingually |
| OREGON | |
| Oregon State Department of Education<br>942 Lancaster Drive, N.E.<br>Salem, Oregon 97310<br><br>Information available from:<br>Gilbert Anzaldua<br>Compensatory Education | A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education<br>A program with a master's degree in Education |
| PENNSYLVANIA | |
| West Chester State College<br>West Chester, Pennsylvania | A program leading to a BA or BS degree in Bilingual Education |
| Cheyney State College<br>Cheyney, Pennsylvania 19319 | A professional certification program qualifying educators for bilingual classroom instruction |
| Temple University<br>Philadelphia, Pennsylvania 19122<br><br>Information available from:<br>Guy Lemaitre<br>Office of International Services<br>Intensive English Language Program<br>201 Mitten Hall<br>Philadelphia, Pennsylvania 19122 | An MA degree in TESOL |
| Kutztown State College<br>Kutztown, Pennsylvania 19530 | Courses in ESL methods |

| Schools | Courses Offered |
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| RHODE ISLAND | |
| Rhode Island College<br>Providence, Rhode Island 02908 | A program leading to an MA or MS degree in Bilingual Education |
| Brown University<br>Providence, Rhode Island 02912 | In-service training of teachers for bilingual programs |
| Providence College<br>Providence, Rhode Island 02918 | In-service training of teachers for bilingual programs |
| TEXAS | |
| Saint Edward's University<br>Austin, Texas 78704 | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| University of Texas<br>Austin, Texas 78712<br><br>Information available from:<br>Office of Bilingual Education<br>The Foreign Language Education Center<br>The University of Texas Austin<br>Sutton Hall 103<br>Austin, Texas 78712 | A BS in Elementary Education, with the concentration in Bilingual Education<br>An MEd in Curriculum and Instruction, with the concentration in Bilingual Education<br>PhD in Curriculum and Instruction, with the concentration in Bilingual Education<br>An MA degree in Foreign Language, with a concentration in Bilingual Education<br>PhD in Foreign Language, with the concentration in Bilingual Education<br>A professional certification program qualifying educators for bilingual classroom instruction |
| Pan American University<br>Edinburg, Texas 78539<br><br>Information available from:<br>Estel Salinas<br>Material Development Specialist<br>Address same as above | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>An Elementary Certification program for Bilingual/Bicultural Studies |
| University of Houston at Clear Lake City<br>2700 Bay Area Boulevard<br>Houston, Texas 77058 | A professional certification program qualifying educators for bilingual classroom instruction |

| Schools | Courses Offered |
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| Southwestern University<br>Georgetown, Texas 78626 | A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education |
| Dominican College<br>2401 Holcombe Boulevard<br>Houston, Texas 77021 | A professional certification program qualifying educators for bilingual classroom instruction |
| University of Texas at San Antonio<br>San Antonio, Texas 78284 | A program leading to the MA degree in Bicultural/Bilingual Education |
| Southwest Texas University<br>San Marcos, Texas 78666 | A professional certification program qualifying educators for bilingual classroom instruction |
| UTAH | |
| University of Utah<br>Salt Lake City, Utah 84112 | A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education |
| Brigham Young University<br>Provo, Utah 84601 | A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education |
| WISCONSIN | |
| Alverno College<br>3401 S. 39th Street<br>Milwaukee, Wisconsin 53215 | A training program for Bilingual Paraprofessionals<br>A program leading to a BA or BS in Bilingual Education |
| University of Wisconsin<br>Milwaukee, Wisconsin 53201<br><br>Information available from:<br>Dr. Diana Bartley<br>The University of Wisconsin<br>Milwaukee, Wisconsin 53201 | A program leading to a BA or BS degree in Bilingual Education<br>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education<br>A program leading to a doctoral degree in Education, with a concentration in Bilingual Education |