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<td>Projected Duration of Second Language Learning for English Dominant Students</td>
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Developed by Marietta Saravia Shore
Coordinator, BEARU
Bilingual Education Applied Research Unit  
Project B.E.S.T.  
N.Y.C. consortium on bilingual education  
DATA VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE  
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant  
NAME: Alan Emrich  
Date: February 1972

0.2 Name of Project  
Bilingualism for Conceptualization of Learning

0.3 Address of Project  
1702 Houston Street

0.4 Laredo, Texas 78040

0.5 STATE

1-Alaska  
2-Arizona  
3-California  
4-Colorado  
5-Connecticut  
6-Florida  
7-Guam  
8-Idaho  
9-Illinois  
10-Indiana  
11-Iowa  
12-Kansas  
13-Kentucky  
14-Louisiana  
15-Maine  
16-Massachusetts  
17-Michigan  
18-Mississippi  
19-Missouri  
20-Montana  
21-Nebraska  
22-New Hampshire  
23-New Jersey  
24-New Mexico  
25-New York  
26-North Carolina  
27-North Dakota  
28-Ohio  
29-Oklahoma  
30-Oregon  
31-Pennsylvania  
32-Philadelphia  
33-Piedmont  
34-Portland  
35-Québec  
36-Rhode Island  
37-South Carolina  
38-South Dakota  
39-Tennessee  
40-Texas  
41-Utah  
42-Vermont  
43-Virginia  
44-Washington  
45-Wisconsin  
46-Wyoming

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:  

- see 1969  
- Project 07 - 1970  
- No. 17 - 1971

2.0 FUNDING (Mark all that apply)

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

- 0-no prior funding mentioned

2.2 Year prior funding began

- N.A.

2.3 Prior bilingual program involved:

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

2.4 Source of prior bilingual program funding:

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

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

- 0-no concurrent funding mentioned

2.6
1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
- see
- Project No.

2.0 FUNDING

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

2.2 Year prior funding began

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

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

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

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

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

2.8 Total Title VII grant (first year only)

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

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which:
0-none
4.0 SCOPE OF PROJECT

4.1 Numbers of schools involved in Title VII program:

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

4.2 Total number of students in program:
A. First year 347
B. Second year 330
C. Third year

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

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<tr>
<th>Grade Level</th>
<th>Number of Classes</th>
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<td>PS-PreSchool</td>
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<tr>
<td>K-Kndgtn</td>
<td>1</td>
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<tr>
<td>PSK</td>
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<tr>
<td>TOTAL NO. students FS and K</td>
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<th>Grade Level</th>
<th>Number of Classes</th>
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<td>7-grade 7</td>
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<td>8-grade 8</td>
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<td>9-grade 9</td>
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<tr>
<td>TOTAL students gr. 7-9</td>
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4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

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<th>Non-English Dominant</th>
<th>English Dominant</th>
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<td>Total English Mother Tongue</td>
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<tr>
<td>I N-E Dom - NMT</td>
<td>II E-Dom - EMT</td>
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<tr>
<td>320 MEXICAN-AMERICAN</td>
<td>12</td>
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<tr>
<td>II2 E-Dom - EMT</td>
<td>II1 E-Dom - EMT</td>
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<tr>
<td>6</td>
<td>12</td>
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<thead>
<tr>
<th>Total Non-English Dominant</th>
<th>Total English Dominant</th>
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<tr>
<td>I 320</td>
<td>II 18</td>
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<td>(Minus 50 K students not included in 2nd year)</td>
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### Grade level of students in program: number of classes per grade and total number of students by grouped grade levels (by second year)

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<th>Grade</th>
<th>Classes</th>
<th>Number of Students</th>
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<tr>
<td>1-grade 1</td>
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<td>6-grade 6</td>
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<tr>
<td>TOTAL students gr. 1-6</td>
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4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
4.4.1

If ungraded, specify ages or grades grouped together:

### Process Variables - Students (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)

(Circle any information which is inferred and write INF.)

#### 5.0 Process Variables - Students

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<tr>
<td>320 Mexican American</td>
<td>12</td>
</tr>
</tbody>
</table>

5.0 No. E

1. Total Non-English Mother Tongue: 320
2. Total English Mother Tongue: 18

<table>
<thead>
<tr>
<th>Total Non-English Dominant</th>
<th>Total English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>18</td>
</tr>
</tbody>
</table>

Key:
- Non-English Dominant: Example: a native Spanish speaker who uses Spanish in most contacts, though he may know English
- English Dominant: Example: a native Englishspeaking American who may or may not know a second language.

#### Examples:
1) a native E. speaking acculturated American who may or may not know a second language.
2) a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation.
### Cultural or Ethnic Identification of Target Students in Program

3.2 By number and % of each:

<table>
<thead>
<tr>
<th>Indigenous Americans</th>
<th>Number</th>
<th>Per Cent of Total Students</th>
<th>If inferred, check (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Navajo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Americans of other ethnic backgrounds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
</tr>
<tr>
<td>B3 Cuban</td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
</tr>
</tbody>
</table>

| C Portuguese-American                | C     |                         |
| D Franco-American                    | D     |                         |
| E Chinese-American                  | E     |                         |
| F Eskimo                             | F     |                         |
| G Russian                            | G     |                         |
| H Other                              | H     |                         |
| J Other                              | J     |                         |

I TOTAL number of N-ENL target students: 332

#### 5.3 Ethnic Identity of English Mother Tongue Students Other Than Target Population, If Specified, by Number and Per Cent

<table>
<thead>
<tr>
<th>E1</th>
<th>E1</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2</td>
<td>E2</td>
<td>%</td>
</tr>
</tbody>
</table>

II TOTAL number of EMT students other than target population: 6

#### 5.4 Students' Native Language or Mother Tongue If Different From Dominant Language

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td>Spanish</td>
<td>12</td>
<td>49%</td>
</tr>
</tbody>
</table>

#### 5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Number of Monolingual Students</th>
<th>Number of Students Bilingual to Any Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>% not No.</td>
<td>% not only listening speaking spec.</td>
</tr>
</tbody>
</table>

### Additional Notes

- For Indigenous Americans, specific numbers and percentages are provided for Navajo, Cherokee, and Other (specify) categories.
- Similarly, other ethnic groups like Mexican-American, Puerto Rican, Cuban, and Other Spanish-American are listed with numbers and percentages.
- The total number of N-ENL target students is 332.
- The total number of EMT students other than the target population is 6.
- The dominant language is English, with a significant percentage of the population speaking Spanish as a different language.
- Bilingualism is noted with a specific percentage.
5.4 Students' native language or mother tongue if DIFFERENT from dominant language

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td>Spanish</td>
<td>18</td>
<td>4%</td>
</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant Language of students in program</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English American</td>
<td>18</td>
<td>22%</td>
</tr>
<tr>
<td>Indian</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Navajo</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Cherokee</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Keresan</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Spanish</td>
<td>95%</td>
<td>11%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>French</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Eskimo</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Russian</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
   Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation
   is voluntary
3 - Both EMT and N-EMT participation voluntary

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

5.8 Community Characteristics (mark all that apply)
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
   I for
   II for
   N-EMT group
   EMT group
   was made
   will be made
   not mentioned

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

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

Use non-English lang.  Use English
5.8 Community characteristics (mark all that apply)
1. inner city-ghetto
2. major city
3. small city, town or suburb
4. rural
5. other (specify)

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

5.10 Socio-economic status of ENIT participating students
   (indicate specific percent of low SES on the blank)
   n.a. - not applicable (no ENIT)
   O0 - not specified

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
   I for II for
   01 was made
   03 will be made
   00 not mentioned

6.2 If a sociolinguistic survey was or will be made, mark: all groups included:
   I N-ENIT II ENIT
   parents
   children
   teachers
   community
   others
   (specify)

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

USE NON-ENGLISH LANG.
USE ENGLISH

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING
1. Home
2. Church
3. School
4. Work
5. Socializing
6. Neighborhood
7. Film-TV-radio
8. Magazines, newspapers
9. Others
   (specify)
6.4 If not included in survey, how was student's language dominance determined?

1-inferred by use of surname
2-established by formal testing of students
3-assessed by informal means (specify how)
4-not mentioned

6.5 Sociolinguistic Survey includes: (check all that apply)
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

1-yes
0-no

Attitudes toward maintenance or shift:

6.6 N-MIT parents' attitudes toward maintenance of child's N-MIT in particular domains of use or complete shift to English

1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language

1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language

1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?

1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)

0-not mentioned Program: staff training

7.0 STAFF SELECTION

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

Language dominance not specified
Mother tongue not specified
Not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)
**Attitudes toward maintenance or shift:**

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

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

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

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

**STAFF SELECTION**

7.1 Linguistic background of project teachers, by number in each category:
   (indicate non-English language in each box)
   - Language dominance not specified
   - Mother tongue not specified
   - not specified whether nonlingual or bilingual

<table>
<thead>
<tr>
<th>I E Dom.</th>
<th>II E Dom.</th>
<th>III E Dom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT</td>
<td>NEM</td>
<td>NEM</td>
</tr>
<tr>
<td>N-EN</td>
<td>N-EN</td>
<td>N-EN</td>
</tr>
</tbody>
</table>

A Total Number | B Total Number
--- | ---
Nonlingual | Bilingual
--- | ---
1 | 17

Total Number of Teachers
N = 16
(C-attached-p.4)
2. Classroom Usage

3. Pupil Questionnaire

4. Verbal Responses on Learning Tasks
7.2 Linguistic background of project aides or paraprofessionals, by number:

(Indicate non-English language in each box)

- Language dominance not specified
- Mother tongue not specified
- Not specified whether monolingual or bilingual

<table>
<thead>
<tr>
<th>Language Used by Aides</th>
<th>Monolingual</th>
<th>Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E Dcm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E Dom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E Dom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 N-EMT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

7.3 Language(s) used by bilingual teachers:

(Narrow all that apply)

1-Bilingual teachers teach in only one language

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

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

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

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

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals:

(Narrow all that apply)

1-Bilingual aides instruct in only one language

1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.

Bilingual aides who instruct in only one language teach in their native language:

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

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

0-language(s) used by bilingual aides not specified
### 7.3 Language(s) used by bilingual teachers:

(Mark all that apply)

1. Bilingual teachers teach in only one language
   
   1a. Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.
   
   Bilingual teachers who teach in only one language teach in their native language:
   
   1b. only if native language is also their dominant language
   
   1c. even if native language is not their dominant language
   
   1d. not specified

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

0. Language(s) used by teachers not specified

### 7.4 Language(s) used by bilingual aides or paraprofessionals:

(Mark all that apply)

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

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

0. Language(s) used by bilingual aides not specified

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

<table>
<thead>
<tr>
<th>Key</th>
<th>A. Teachers</th>
<th>B. Aides</th>
<th>C. Proj. Director</th>
<th>D. Evaluator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mexican American</td>
<td>44%</td>
<td>30%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2. Other</td>
<td>1%</td>
<td>6%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>3. Anglo American</td>
<td>5%</td>
<td>30%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

0. not specified
7.6 Selection of N-313 teachers from local community

0-not specified

Number of N-313 program teachers from local community ___ and % ___ of total N-313 teachers.

7.7 Number and Proportion of teachers and aides of same cultural background as N-313 students:

Indicate specific percent on the blank, or if specified descriptively,
1-few
A = teachers
2-some
B = aides
3-many
4-most
5-more than half
6-not specified

7.8 Teacher Qualifications - Training prior to project

(Indicate number of teachers with each qualification, 7.8 no.'s if given)

n.s.-qualifications not specified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. ___ previous teaching through N-313 (in country where it is a native language, in Peace Corps)
4. ___ previous teaching in local area
5. ___ courses in N-313 language structure and usage
6. ___ courses in N-E literature
7. ___ content (e.g. Social Studies) courses learned through N-313
8. ___ any previous education through N-313
9. ___ courses in teaching ESL
10. ___ courses in methods of teaching N-313 language
11. ___ courses in methods of teaching content (e.g. math) in N-313
12. ___ certification in ESL
13. ___ certification in teaching N-313
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-313
16. ___ other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 1,2,3,4,5,6

0-No staff training mentioned
B

8.1 The project is offering training for teachers

A. For B. For Para-

and/or paraprofessionals in the following areas: Teachers professionals

(mark all that apply)

p.s.-Training indicated, but nature not specified
1. English as their second language
2. The teaching of English as a second language
3. as their second language
7.8 Teacher Qualifications - Training prior to project

(Illustrate number of teachers with each qualification, 7.8 if given)

n.s. - qualifications not specified
0 - previous courses not specified
1. Teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. Teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. Previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4. Previous teaching in local area
5. Courses in N-EMT language structure and usage
6. Courses in N-EMT literature
7. Content (e.g. Social Studies) courses learned through N-EMT
8. Any previous education through N-EMT
9. Courses in teaching ESL
10. Courses in methods of teaching N-EMT language
11. Courses in methods of teaching content (e.g. math) in N-EMT
12. Certification in ESL
13. Certification in teaching N-EMT
14. Cross cultural courses
15. Courses in the cultural heritage, values, deep culture of N-EMT
16. Other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A. For B. For Paraprofessionals in the following areas: Teachers, professionals

p.s. - Training indicated, but nature not specified ...

1. English as their second language ...
2. The teaching of English as a second language ...
3. X as their second language ...
4. The teaching of X as a second language ...
5. Methods of teaching other academic subjects ...
6. Methods of teaching other academic subjects in X language ...

8.2 Stated goals of teacher training are:

1. Understanding of socio-cultural values and practices or ...
2. Cross-cultural training ...
3. Sensitivity to ethnocentricism and linguistic snobbery ...
4. Awareness of the social-emotional development of ...
5. Strategies for accommodating the different learning styles of ...
6. Strategies for cognitive development of ...
7. Strategies for reinforcing the self-esteem of ...
8. Methods of cross-cultural teaching or teaching the cultural component ...
9. Formulation of pupil performance objectives ...
10. Methods of evaluation of pupil performance objectives ...

List specific courses if given (or Xerox and attach)
Staff Development

Title III training program (48 LISD teachers in groups of 12 each) has provided the project leaders an opportunity to learn first hand of respective abilities, skills and interests. It has also provided an opportunity for effective use of outside consultants and specialists. In Title VII it is proposed to continue and intensify the use of small group training and the use of experts who are to have continued roles of guidance and leadership in the program.

Specifically the expected outcomes of the training are:

1. Provide an opportunity for the teachers to evaluate their changing roles in bilingual education.
2. Aiding teachers and the total staff in gaining new skills and keeping up to date in subject matter and subjective and objective measurements.
3. To aid the total school staff in understanding and using new methods and materials, including objective tests and proper interpretation of test results.
4. Helping teachers to develop greater skill in providing activities which foster rational thinking rather than rote learning on the part of their pupils.
5. To help teachers become better able to find, develop, compile and adapt materials of specific relevance and interest to their bilingual pupils.
6. To stimulate the total school staff to analyze problems, develop new strategies and seek solutions.
7. To provide background, research findings and other pertinent information, and to enable teachers and staff to be more adequate in meeting local needs.
8. To encourage research and the application of findings.
9. To provide information, objectives, and services of other agencies.
10. To provide training in parental, neighborhood, community relations.
11. To provide training in the use of diagnostic tests and interpretation of test results.
12. To provide training in methods, procedures, and value of subjective evaluation processes.

F. Evaluation-assessment and accountability

Continuous evaluative processes are planned including objective and subjective measures, parental and community interest and support. Specific measurable objectives are to be established for each desired outcome in both pupil growth and teacher development and these are regarded as inseparable thrusts in our situation. It is planned to involve community leaders as well as parents in the total evaluative process and such involvement should increase during the project years.
PHASE IV

PRESERVICE TRAINING Aug. 4 - 22

A. Purposes

1. Understanding of bilingualism
2. Improving bilingual teaching skills
3. Preparation of curriculum plans for first six weeks of school
4. Initiating a program of self-improvement of language skills
5. Exploring new ways of approaching teaching:
   a) Team teaching
   b) Teaching for creativity
   c) Programmed techniques in teaching
   d) Second Language teaching
   e) Enlisting parent cooperation in problem solving learning

B. Activities

1. Sensitivity Training
2. Preparation of listening tapes in both languages
3. Transparencies - preparation of and simulated teaching situation
4. Locating community resources - developing plans for utilization
5. Simulated teaching situations
   a) Team teaching
   b) Creative approach
   c) Programmed instruction
   d) English as a second language
   e) Spanish as a second language
   f) Parent-teacher conferences
6. Analysis of classroom management
7. Analysis of evaluation of classroom activities
8. Creative Expression
   a) Art
   b) Music
   c) Drama
   d) Dance
9. History and culture of area study
10. Adaption of existing teaching materials and trying out new ones

C. Expected Outcomes

1. Series of units of study to begin first six weeks of school
2. A systematic effort to improve language proficiency has been started by each teacher
3. The beginning of an attitude of commitment to bilingual education of the part of each teacher
4. The beginning of a freer communication between project teachers and parents of the community where they teach
5. Greater feeling of confidence and enthusiasm in beginning to teach in the fall
6. Increased acceptance of the teacher for self-appraisal
7. Developing a team approach to the bilingual program that includes Project VII Staff, LISD teachers, administrators, pupils and their parents.
8.2 Methods of Teacher Training: (Mark all that apply)

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

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

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned

8.6 Paraprofessional's role:

1. teaching whole class
2. teaching small groups
3. tutoring individually
4. clerical
5. contributing to bilingual component
6. liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A  1, 2, 3, 4, 5, 6  B  1, 2, 3

(mark all that apply) A for teachers B for aides

- University faculty
- project's Master Teachers
- project's teachers
- other (specify)

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

1. bilingual
2. bilingual
3. N-NET (specify background)

8.9 Training is provided:

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

8.10 Extent of training:

A 1- approximately equivalent to a college course
B (indicate no. of hours)

- more than one course
- less than one course
- other (specify)

8.11 Number and Proportion of teachers attending training: 8.11 +/- %

or: if specified descriptively, indicate:
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) ________________________________

8.6 Paraprofessional's role:
1. teaching whole class
2. teaching small groups
3. tutoring individually
4. clerical
5. contributing to bilingual component
   how? ______________________________________
6. liaison with parents _________________________
8.7 Training for project teachers and paraprofessionals is given by: 8.7 A-1, B-2, C-3, 9
(mark all that apply)                              A for teachers    B for aides
0. not specified
√ University faculty
2. project's Master Teachers
3. project's teachers
4. other (specify) _____________________________
8.8 Number and Proportion of personnel giving teacher training who are:
1. bilingual
2. multicultural
3. N-N (specify background)
8.9 Training is provided:
1. during a summer session
2. during the academic year
3. other (specify) _____________________________
8.10 Extent of training:
A/ approximately equivalent to a college course
1. more than one course
2. less than one course
3. other (specify) _____________________________
B (indicate no. of hours)
5. 10 weeks
6. _____ monthly
7. _____ bi-monthly __________________________
8.11 Number and Proportion of teachers attending training:
   or: if specified descriptively, indicate: (indicate no. of terms)
0. not specified
1. 100%
2. more than 75%
3. 50-74%
4. 25-50%
5. 1-24%
6. 5-40%
7. 1-10%
8. other (specify) ______________________________
9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 A-FB, C-7
0. not mentioned
1. to N-N language or dialect
2. to N-N students - expectations of achievement
3. to N-N culture
4. prior to participation in bilingual project
5. after project training
6. after participation for a period of time in project
7. through a questionnaire ______________________
8. other (specify) ______________________________
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark: all that apply)

☑ 1. bilingual teacher
☑ 2. ESL teacher
☑ 3. bilingual coordinator
☑ 4. aides or paraprofessionals
☑ 5. consultant psychotherapist
☑ 6. counselor
☐ 7. bilingual teacher
☐ 8. ESL teacher
☐ 9. bilingual coordinator
☐ 10. aides or paraprofessionals
☐ 11. consultant psychotherapist
☐ 12. counselor

☐ 1. team teaching
☐ 2. cluster teaching
☐ 3. shared resource teacher
☐ 4. other (specify)

10.2 Duration of Bilingual Education (policy)

☒ 1. as the alternative language of learning
☒ 2. as the medium of instruction for special subject matter (e.g., cultural heritage)
☒ 3. only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

10.3 Average number of pupils per class:

0. not specified

10.4 Average number of aides or paraprofessionals per class:

0. not specified

10.5 Average number of R-RT or bilingual aides (or paraprofessionals) per class:

0. not specified

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

☒ 1. individually by teacher
☒ 2. in small groups by special remedial teacher
☒ 5. paraprofessional
☒ 6. parent tutor
☒ 7. older student tutor
☒ 8. peer tutor
☒ 9. not specified
☒ 10. no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

I. The language will be maintained in program:

☐ 1. as the alternative language of learning
☐ 2. as the medium of instruction for special subject matter (e.g., cultural heritage)
☒ 3. only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

II.2 How many years does project state is optimal for instruction for R-RT group through R-RT language to continue?

0. not mentioned

if for a particular number of years:

1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g., "if a child begins learning in R-RT and English in Pre-K..."
10.4 Average number of aids or paraprofessionals per class: 0-not specified

10.5 Average number of ELL or bilingual aids (or paraprofessionals) per class: 0-not specified

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

<table>
<thead>
<tr>
<th></th>
<th>Individually</th>
<th>In small groups</th>
<th>Paraprofessional</th>
<th>Parent Tutor</th>
<th>Older Student Tutor</th>
<th>Peer Tutor</th>
<th>Not specified</th>
<th>No special help given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)  

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE</td>
<td>EMT</td>
<td>NMT</td>
</tr>
</tbody>
</table>

M-ELL language will be maintained in program: (Mark all that apply)  

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE</td>
<td>EMT</td>
<td>NMT</td>
</tr>
</tbody>
</table>

0-not specified how long

1-as the alternative language of learning for as long as desired

2-as the medium of instruction for special subject matter (e.g., cultural heritage)

3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

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

0-not mentioned

If for a particular number of years:

1 2 3 4 5 6 7 8 9 10

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

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

11.3 Second language learning is introduced in which grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE</td>
<td>Pre-K</td>
</tr>
<tr>
<td>E</td>
<td>K</td>
</tr>
<tr>
<td>EMT</td>
<td>1</td>
</tr>
<tr>
<td>NMT</td>
<td>2</td>
</tr>
<tr>
<td>NE</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>4</td>
</tr>
<tr>
<td>EMT</td>
<td>5</td>
</tr>
<tr>
<td>NMT</td>
<td>6</td>
</tr>
<tr>
<td>NE</td>
<td>7</td>
</tr>
<tr>
<td>E</td>
<td>8</td>
</tr>
<tr>
<td>EMT</td>
<td>9</td>
</tr>
<tr>
<td>NMT</td>
<td>10</td>
</tr>
</tbody>
</table>

11.3 I (By 4th year, 2nd language learning will be introduced in K and extended thru 7th yr.

7th yr. into 8th -
2nd. Year Objectives

1. To establish bilingual kindergartens in each project school area.

2. To provide project pupils in grades 1–5 of Urbahn and Sanchez Annex schools whose dominant language is Spanish but whose basic school instruction has been almost entirely in English with a student-centered Spanish-English language arts curriculum.

3. To provide last year’s project fifth graders who are now in non-project sixth grades with follow-up Spanish language arts instruction.

4. To provide project pupils with varied learning experiences both within and without the school grounds.

5. For project teachers and staff to develop greater proficiency in their English and Spanish language skills, competency in professional skills and increased effectiveness in their interpersonal relationships.

6. To promote community involvement and support in all aspects of the bilingual program.

Because not all data has been analyzed, it is not known exactly which objectives must be modified for the 2nd. year of the project. At this time, however, it is anticipated that there will be no changes in the global project objectives but that numerous modifications will be made in the more specific behavioral objectives as they relate to the individual components. The inclusion of a kindergarten component and the deletion of the 6th. grade from the original plan obviously will involve certain changes in objectives.
### 11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (Indicate specific grade)

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>Code</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>0 not grades</td>
<td>13</td>
<td>College or University (Other professional training)</td>
</tr>
<tr>
<td>1</td>
<td>1-3</td>
<td>14</td>
<td>Federal, State, or Private Vocational Job training</td>
</tr>
</tbody>
</table>

11.4.1 Voc.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>No EIT mentioned</th>
<th>0 not grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>12</td>
<td>00</td>
</tr>
</tbody>
</table>

11.5.1 Voc.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>No EIT specified</th>
<th>0 not specified/Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>12</td>
<td>00</td>
</tr>
</tbody>
</table>

11.6.1 Voc.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>12</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

11.7.1 Voc.

### 11.8 Total Min. per subject taught % of time per day of instruction through N-EIT

<table>
<thead>
<tr>
<th>PreK</th>
<th>Total Min.</th>
<th>Subjects taught</th>
<th>% of time per day of instruction through N-EIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>10</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>140</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>160</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>180</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>200</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>220</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>8</td>
<td>240</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>260</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>10</td>
<td>280</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>11</td>
<td>300</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>320</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 11.9 Min. per day of instruction through N-EIT

<table>
<thead>
<tr>
<th>PreK</th>
<th>Min. per day</th>
<th>Total Min. per PreK</th>
<th>Subjects taught</th>
<th>% of time per day of instruction through N-EIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>120</td>
<td>12</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>140</td>
<td>140</td>
<td>14</td>
<td>100%</td>
</tr>
<tr>
<td>4</td>
<td>160</td>
<td>160</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>180</td>
<td>180</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>6</td>
<td>200</td>
<td>200</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>220</td>
<td>220</td>
<td>22</td>
<td>100%</td>
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<tr>
<td>8</td>
<td>240</td>
<td>240</td>
<td>24</td>
<td>100%</td>
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<td>260</td>
<td>260</td>
<td>26</td>
<td>100%</td>
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<tr>
<td>10</td>
<td>280</td>
<td>280</td>
<td>28</td>
<td>100%</td>
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<tr>
<td>11</td>
<td>300</td>
<td>300</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>12</td>
<td>320</td>
<td>320</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>12</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

11.10.1 Voc.
### 11.5 Second language learning for English dominant students is projected through grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>II EMT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I N-E MT/ E Dom</td>
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<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<tbody>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

Such a few pupils involved that details are worked out in individual rooms.
11.13 **Program is one-way** - only non-English mother tongue students (including N-EN - English dominant). English mother tongue students do not receive instruction in a second language.

0 - no English mother tongue students

**2 - TWO WAY**

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

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

<table>
<thead>
<tr>
<th>Subjects taught in second language through N-EN</th>
<th>% of time per day of instruction through N-EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>Pre K</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<tr>
<td>5</td>
<td>5</td>
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<td>6</td>
<td>6</td>
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<td>7</td>
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<td>8</td>
<td>8</td>
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<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

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

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

**12.0 METHODS OF SECOND LANGUAGE TEACHING**
11.17 Mixed or separate language usage by teacher or aide in the classroom (mark all that apply)

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

Effect during oral second language practice.

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

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

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

<table>
<thead>
<tr>
<th>A. Sample Component Name</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Dominant Language</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Grade Level</th>
<th>K-1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. No. of Participants</th>
<th>110</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Program Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide project pupil kindergarten and first grade pupils of Sanchez Annex and Urbahn School with a highly structured Spanish language kindergarten program that stresses oral language concept development, an enriched learning environment and English-as-a second language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Includes name or description of instrument)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date or Frequency of Measurement</th>
<th>Person(s) Responsible</th>
<th>Data collecting and reporting including due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every week for 6-9 weeks.</td>
<td>Classroom teacher.</td>
<td>Each week with report to project director.</td>
</tr>
</tbody>
</table>

### Process

1. Upon completion of each learning unit of the Michigan Oral Language Preschool Conceptual Bilingual Program, project pupils should be able to follow oral directions given in Spanish by the teacher with 90% accuracy.

### Process

1. Classroom teachers will adapt and use the Michigan Oral Language Preschool Conceptual Bilingual Program and follow the suggested Staff developed skills.

   - Taped daily samples of Spanish language circle activities conducted by teacher.

   - Aide and Teacher to discuss and evaluate each day.

   - Results summarized weekly in conference with staff member.
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

ALI* Language Skills Sequence
(*Audiolinguial Method: listening, speaking, reading and writing)

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non Eng dom students</td>
<td>Eng dom students</td>
</tr>
<tr>
<td>a</td>
<td>A in dom</td>
<td>B in second lang</td>
</tr>
<tr>
<td></td>
<td>lang</td>
<td>second lang</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lang</td>
</tr>
</tbody>
</table>

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

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

13.2 ALL sequence followed:
1-listening-speaking proficiency precedes introduction of reading
2-reading is taught concurrently with listening-speaking skills
3-learning to read overlaps learning of listening-speaking skills
4-there is some overlap between learning to read and to write
Grammar - Translation method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

<table>
<thead>
<tr>
<th>I</th>
<th>Non Eng dom students</th>
<th>Eng dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A in dom A in dom</td>
<td>B in B in</td>
<td></td>
</tr>
<tr>
<td>lang sec lang</td>
<td>sec lang</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

13.4 Second language reading skills are learned:
1-concurrently with learning to read in dominant language
2-after a specified level of dominant language reading competence/achievement
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)
4-before learning to read in dominant language
13.5 Reading is introduced:
- individually, when child is ready
- or at a specific time during grade: 
  1. 
  2. 
  3.

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

13.7 Grade level reading is expected:
- in first grade
- in second grade
- in third grade
- in fourth grade
- in fifth grade
- in sixth grade
- other (specify)

13.8 Grade level academic achievement (math, science, etc.) in the second language is expected:
- in the first grade
- in second grade
- in third grade
- in fourth grade
- in fifth grade
- in sixth grade
- other (specify)

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

I = N-E
II = E

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

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.
13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

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

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

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)
I = N-E II = E
1=dom students
2-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.
3-Second language learning is both a separate subject and also a medium of instruction for other subjects.
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).
5-Different academic content is taught in the second language from that which is taught in the native language.
6-not specified
7-other (specify)
15.0 TREATMENT OF CHILD'S LANGUAGE:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eng. dom.</td>
<td>A1</td>
<td>B1</td>
</tr>
<tr>
<td>Eng. dom.</td>
<td>A2</td>
<td>B2</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

3-Other (specify) [ ]

0-Not specified [ ]

16.0 MATERIALS

16.1 Reading Materials—Typos

Reading Materials are: (mark all that apply)

1-Linguistically based (Herrill or Miami Linguistic readers, ITA, etc.) [✓] [ ] [ ]

2-Basal readers (Laingnor—Simon's Series) [✓] [✓] [✓] [✓]

3-Dialect readers [ ] [ ] [ ]

4-Experience charts (stories dictated by children) [✓] [✓] [✓] [✓]

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

1-Grade 1 [ ]
2-Grade 2 [ ]
3-Grade 3 [ ]
4-Beyond Grade 3 [ ]
0—not specified [ ]

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

0—none specified [ ]
1-pattern drills [ ]
2-dialog memorization [ ]
3-choral repetition [ ]
4-songs [ ]
5-programmed instruction [ ]
6-stories read to children [ ]
7-films, flipstrips (p. 32) [ ]
8-AUDIO VISUAL AIDES [ ]
2-The child's language is corrected-the teacher points out errors and demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials—Typos
Reading Materials are: (mark all that apply)
1-Linguistically based
   (Merrill or Miami Linguistic readers, ITA, etc.)
2-Basal readers (Correlated Series)
3-Dialect readers
4-Experience charts (stories dictated by children)

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

16.3 The following are techniques and materials used for second language learning:
0-none specified
✓-pattern drills
✓-dialog memorization
✓-choral repetition
✓-songs
✓-Programmed instruction
✓-Stories read to children
✓-Audiowisual aides
✓-Films, filmstrips (T.A.-p.32)
✓-Flannel or magnetic boards
✓-Realia, graphic displays (C.-p.14)
✓-Records, tapes (C.-p.14)
✓-Listening centers (T.A.-p.32)
✓-Multi-media approach

Experiential:
✓-Role playing
✓-Puppetry
✓-Experience charts
✓-Primary typewriter (T.A.-p.32)
✓-Learning through direct experience with materials e.g. Montessori
✓-Activity centers—chosen by child
✓-Other (specify)

18-Learning outside the classroom:
20-field trips (T.A.-p.32)
21-Suggested TV programs
22-Other (specify)

Language masters (C.-p.16)
57-Photography

[Other fields marked as specified]
16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)
0-not specified
✓ are written by native speakers of that language
✓ commercially prepared and published in countries where
  N-E is the native language
✓ developed by the project's own bilingual staff
✓ developed by the staff of another bilingual project (specify which)
  (miami)
5-developed in conjunction with project parents
6-developed by or with members of N-EDT community
7-are culturally appropriate for N-E culture
  (specify how this is determined)
✓ are cross cultural
✓ commercially prepared and published in the U.S.
10-are translations of U.S. texts
✓ are coordinated with materials used in the regular subject
curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language
  component are:
0-not specified
1-cross-cultural page and document (C71-p.5)

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language
groups: (mark all that apply)
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
dominant language groups
6-separated for most academic subject learning into dominant
  language groups
7-never mixed for language or other academic learning
8-other (specify)

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

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency

17.4 STUDENT GROUPING

17.5 The specific bilingual/bicultural materials used in the language
  component are:
0-not specified
1-cross-cultural page and document (C71-p.5)

17.6 STUDENT GROUPING
16.5 The specific bilingual/bicultural materials used in the language component are:

0 - not specified

1 - ___________ - page and document (C.71-p.5)

17.0 STUDENT GROUPING

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

0 - not specified

Pupils of both linguistic groups are:

1 - always mixed for all learning
2 - mixed for language learning
3 - mixed for some academic subject learning
4 - mixed for non-academic learning; art, music, gym, health
5 - separated for native and second language learning into dominant language groups
6 - separated for most academic subject learning into dominant language groups
7 - never mixed for language or other academic learning
8 - other (specify)

17.2 Students are grouped for language instruction:

(mark all that apply) A - more than \( \frac{1}{2} \) the time B - less than \( \frac{1}{2} \) the time

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

17.3 Criteria for grouping:

0 - not specified

1 - by age
2 - by native language
3 - by dominant language
4 - by language proficiency (ex. level of reading skill)

n.a. not applicable (no E.dam/NEHT)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

0 - not mentioned

1 - inter-ethnic (N-EN, student tutors EHT students)
2 - intra-ethnic (N-EN student tutors N-EN)
3 - done by older children (cross age)
4 - done by peers (same age)
5 - other (specify)

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0 - area not specified
1 - inter-ethnic (N-EN aide tutors EHT student)
2 - in the acquisition of native language skills
3 - in the acquisition of second language skills
4 - in other academic subjects

Mainly in Spanish.
Question 16.5 - Materials

5. Story of African-American
6. African-American Junior Book
7. El Quito
8. Cl. Lopez Ray Series
9. Delgalles Series
10. Barcelos Series
11. Hernando Ruiz Series
12. Arbola Series
13. Alborada Series
14. Sonata Series
15. Serie Matematicas Fondo Escolar

Reference Books:
16. Enciclopedia Base
17. Enciclopedia Principe Conocimientos
18. Enciclopedia de Oro
19. UNESCO Film Strip.
18.3 Parent tutoring: (mark all that apply)

- not mentioned
- type not specified
- inter-ethnic parent tutoring is used
- intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
2-There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as:
   - a non-graded classroom: pupils of different ages are grouped together during part of the school day
   - flexible or modular scheduling
   - small group instruction
   - individualized learning
   - open classroom
   - guided discovery and inquiry
   - a curriculum which is both child and subject-centered
   - others (specify)
3-If the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
- method not mentioned
- structured environment rich with materials child can manipulate
- non-verbal materials, such as Montessori materials: rom which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- labeling and discussion of concepts related to time, space, distance, position
- labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher’s guidance rather than teacher demonstration
- direct experience of math through discovery rather than instruction
- other (specify or xerox) p. no. and document:
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state. There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
   2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
   3-flexible or modular scheduling
   4-small group instruction (c.71-p.6)
   5-individualized learning
   6-open classroom
   7-guided discovery and inquiry
   8-a curriculum which is both child and subject-centered (c.-p.10)
   9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

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

20.2 Cognitive development in later grades (grade 4 and above)
   ✓-method not mentioned
   ✓-specify or xerox p. no. and document
   n.a.-no grade 4 or later grades
   ✓-multi-media materials: 1-Field Ex. Soc. ScS; multi-media kit
   ✓-UNESCO filmstrips - records
   ✓-math - science manipulatives
   ✓-multi-level reading materials 1-Field Ex.
   ✓-video tape, equipment
   ✓-science curric. info. study - process-oriented discovery
   ✓-programmed study aids - applies
21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
✓ through role-playing
✓ puppetry
✓ language-experience approach: students dictate stories from their own experience
✓ teacher accepts, acknowledges ideas and feelings (Inf. C.'71, p. 4)
✓ teacher encourages non-verbal expression of child's feelings through painting, music, dancing
✓ teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
✓ teacher provides experiences leading to competency and success
✓ teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
✓ other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
✓ pupils act as tutors for other pupils
✓ pupils have some options in choice of curriculum
✓ pupils choose activities from a variety of interest centers
✓ older pupils participate in curriculum planning and/or development
✓ pupils write a bilingual newspaper for dissemination to the community
✓ other (specify)

22.0 LEARNING STRATEGIES

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

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

1. Pupils act as tutors for other pupils
2. Pupils have some options in choice of curriculum
3. Pupils choose activities from a variety of interest centers
4. Older pupils participate in curriculum planning and/or development
5. Pupils write a bilingual newspaper for dissemination to the community
6. Other (specify)

22.0 LEARNING STRATEGIES

1. The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:

   (specify or xerox)

   Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

   0. None mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

1. Bilingual alone
2. Bilingual and bicultural
3. Bilingual and multicultural
4. Not specified as to which of the above
5. An ethnic studies program is included in the bilingual program
6. Art, posters, realia, crafts of both cultures are exhibited in the classroom
7. Language and cultural content are integrated
8. Other (specify)
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of N-MIT culture, please summarize below: (or attach xerox)
found in document __________ page # __________
0-not mentioned

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

23.4 In the bicultural component knowledge of the N-MIT culture involves (mark all that apply)
0-no bicultural component mentioned
✓ 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
✓ 2-Historical-cultural heritage of the past—contributions to art and science
✓ 3-'Deep' culture: family patterns and contemporary way of life
✓ 4-Itemization of surface aspects of a country—geography, dates of holidays etc.
✓ 5-A specific culture only e.g. one Indian tribe
✓ 6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
✓ 7-A third culture different from N-MIT or EMT
8-Other (specify)

(I.P.-p.P MENTIONS UNIT ON FOLKLORE, ART, MUSIC, ETC., OF THE AMERICAS; BUT NOWHERE ELSE IS A CULTURAL COMPONENT MENTIONED.)

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

Consultant: D. C. (1) His-Amer.
Eti: (1) Mexican (1) Scotish-Amer.
Dir: P. Rican
Eval: Mel-Amer.
23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-None mentioned

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

0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2-Historical-cultural heritage of the past—contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country—geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from N-EN or EMT
8-Other (specify)

(I.P.—p.8 mentions units on folklore, art, music, etc. of the Americas, but nowhere else is a cultural component mentioned.)

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

Consultant:

(1) nat-Am.
(1) Am.-Ind.
(1) Soc.-Sci.
(1) fish.-field
(1) fish.-French

24.0 COMMUNITY COMPONENT

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

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

PROJECT EXEMPLIFIES
MULTICULTURAL
INPUTS.

DIR: K. RICAN
EVAL: MEL-AMER.

RESOURCE STAFF: ANGL-AMER

TITLES AVAILABLE:
1-MEX-AMER. GROUPS
2-INDIAN GROUPS
3-BLACK GROUPS
4-OTHER AMERICAN GROUPS
5-SOUTH, CENTRAL AMERICAN GROUPS
6-ASIANS
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

- Method not specified
- No-provision for informing community
- Bilingual newsletter
- Monolingual newsletter
- News sent to mass media.
- If articles included with project, check 4
- Bilingual fliers sent home
- Formal meetings
- Informal meetings open to entire community
- Meetings conducted in both languages
- Home visits
- Other (specify)
- Project director personally involved in program dissemination. Specify how

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

- Method not specified
- Not sought
- Existing community groups working with program
- Bilingual questionnaires
- Community-school staff committees
- Community advisory groups
- Formal meetings open to the entire community
- Informal meetings with community groups
- Other (specify)
- Project director personally seeks involvement of community in program. Specify how

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

- Method not specified
- No mention of school seeking to be informed about community
- Meetings open to the entire community conducted in both languages
- Community representatives to the school
- Bilingual questionnaire sent to the home
- Home visits by school personnel
- Other (specify)
24.4 Community involvement in the formulation of school policies and programs is sought through:
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetings open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally involved in program. specify how

24.5 The school keeps informed about community interests, events and problems through:
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
6-method not specified

24.6 The school is open to the community through:
1-not mentioned
2-opening school facilities to the community at large for use after school hours and on weekends
3-providing adult education courses
4-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
25.2 Project's impact:
1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program:
0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program:
0-not mentioned
no-never
1-once or twice during the year
3-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers:
0-not mentioned
no-never
1-once or twice during year
3-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

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

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

To be employed

Working under the direction of the superintendent and the project director, the LEA Project Evaluator:

1. Analyses basic needs and data of the problem for a project.
2. Establishes hypotheses to be tested.
3. Selects and/or helps prepare the tests, measuring devices, questionnaires, survey techniques, projective devices, personality and attitude scales, sociometric systems, etc., by means of which he may validly determine whether the instructional and other objectives, as stated in the proposal, are being reached and have been attained.
4. Formulates specific research and/or other educational design as a means of arriving at supportable conclusions to determine whether program goals have been met.
5. Administers or supervises the administration of testing and survey programs for the purpose of gathering aptitude, achievement, interest, and other scores in the cognitive and affective domains. Insures that such data are obtained in a manner to insure the reliability of results.
6. Subjects scores and other data to analysis using automatic data processing systems as needed. Conducts both descriptive and predictive analyses.
7. Evaluates all aspects of the educational process and system including management, context, procedures, and product.
8. Determines cost effectiveness of project.
9. Applies standards for staff selection and work, for procurement and operation of facilities, and for evaluation of instructional materials and equipment.
10. Prepare interim and terminal reports on the results of evaluation.
11. Reports findings and recommendations to the Project Director, Independent Educational Accomplishment Auditor, and OE Program Officer.
12. Assesses progress of both the entire program and its major components to determine appropriateness of individual program elements in terms of the desired goals.

QUALIFICATIONS

1. B.S., M.S. in tests and measurements, statistics.
2. Three or more years experience in educational evaluation or related area.