This content analysis schedule for Santa Barbara County Bilingual Project presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are additional information on the training of the project and school staffs; materials selected for use in the instructional program; and the community, district advisory council, and parent programs. (SK)
CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

2nd year data verified by project

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Give Dates and Note if Evaluation is included in continuation.

- Evaluation design
- Interim evaluation
- Final evaluation
- Pre-audit
- Interim audit
- Final audit

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Dick Hess

0.1 Project No. 200

Research Assistant

Santa Barbara County Bilingual Project

0.2 Name of Project

4400 Cathedral Oaks Road

0.3 Address of Project

Santa Barbara, California 93105

0.4

0.5

STATE

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

1965

Project 07 - 1970
No. 17 - 1971

2.0 FUNDING (mark all that apply)

2.1 Any P.L. 94-142 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 (Pres. K + Y)
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 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 Concurrent funding of program(s), if cooperating with Title VII program

0 - no concurrent funding mentioned
### Project History, Funding and Scope

#### 1.1 Year Project began under Title VII:
- **Project No.**
  - **1969**
- **1970**
- **1971**

#### 2.0 Funding (indicate all that apply)

**2.1** Any prior funding of bilingual program, if Title VII continues or expands that program:
- **0** - No prior funding mentioned

**2.2** Year prior funding began:
- **0**

**2.3** Prior bilingual program involved:
- **0** - Not specified

**2.4** Source of prior bilingual program funding:
- **1** - Local
- **2** - State
- **3** - Foundation
- **4** - Federal (specify)
- **5** - Other (specify)

**2.5** Concurrent funding of program(s), if cooperating with Title VII program:
- **1**

**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
- **2** - State
- **3** - Foundation
- **4** - Federal (specify)
- **5** - Other (specify)

**2.8** Total Title VII grant (first year only):
- **$79,864**

**2.9** Total funds for concurrent program(s) cooperating with Title VII (first year):
- **$91,899**

#### 3.0 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:
- One district - One
- Two districts - Two
- Three districts - Three
- Four districts - Four
- Not specified - Five

4.2 Total number of students in program:
A. First year
B. Second year
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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<th>Number of Classes</th>
<th>Grade</th>
<th>Number of Classes</th>
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<td>PS-PreSchool</td>
<td>1</td>
<td>7-grade 7</td>
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<tr>
<td>Kindergarten</td>
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<td>8-grade 8</td>
<td>3</td>
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<tr>
<td>PSK</td>
<td>45</td>
<td>9-grade 9</td>
<td>5</td>
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<td>PSK</td>
<td>C, p.5</td>
<td>TOTAL number of students PS and K</td>
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4.4 Classes graded
- One class - One
- All classes - All
- Some classes - Some

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)

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<th>English Dominant</th>
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<td>Mexican-American</td>
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<th>Total English</th>
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<td>148</td>
<td>92</td>
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<tr>
<td>8</td>
<td></td>
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<td>5</td>
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<td>13</td>
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### Number of Classes by Grade Level (by second year)

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<th>Number of Classes</th>
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<td>K-K governance</td>
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<table>
<thead>
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<th>Number of Classes</th>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>3</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>3</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>3</td>
</tr>
<tr>
<td>5-grade 5</td>
<td></td>
</tr>
<tr>
<td>6-grade 6</td>
<td></td>
</tr>
<tr>
<td>TOTAL students gr. 1-6</td>
<td>116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-grade 7</td>
<td>A</td>
</tr>
<tr>
<td>8-grade 8</td>
<td>B</td>
</tr>
<tr>
<td>9-grade 9</td>
<td>C</td>
</tr>
<tr>
<td>10-grade 10</td>
<td>D</td>
</tr>
<tr>
<td>TOTAL students gr. 7-5</td>
<td></td>
</tr>
</tbody>
</table>

4.4 Classes graded:
1. All classes graded
2. All classes ungraded
3. Some classes ungraded

### Process Variables - Students (Sociolinguistic)

#### 5.1 Students Dominant and Native Language Interaction and Cultural Affiliation

Indicate number of students in each category and specify cultural affiliation in box. Circle any information which is inferred and write INF.

<table>
<thead>
<tr>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. N-E Dom - ENIT</td>
<td>II. E-Dom - ENIT</td>
</tr>
<tr>
<td>148</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MEXICAN-AMERICAN C, 70, p.5, Sec 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. E-Dom - ENIT</td>
</tr>
<tr>
<td>5 Black</td>
</tr>
<tr>
<td>E Dom I2</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>II Total English Dominant: 13</td>
</tr>
</tbody>
</table>

Goal: Project will increase potential for success of children whose dominant language is Spanish. 

- C 70, p.9 X < X < 2a

#### Example: a native Spanish speaker who uses Spanish in most contacts though he may know English.

- N-E Dom - ENIT

#### Example: (rare) a native English-speaking Puerto Rican child, born in New York, who returns to Puerto Rico and becomes Spanish dominant.

- E-Dom - ENIT

#### Example: A native English-speaking acculturated American who may or may not know a second language.

- E-Dom - ENIT

#### Example: A native English-speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin cultural affiliation.
### SECTION C - TOTAL PROJECT PARTICIPANTS (Continued)

2. Additional Project Data

- a. Total number of project participants (a through c)...
- b. Percent of target group members whose dominant language is not English and who come from low-income families...
- c. Projected per-pupil cost for 1st, 2nd, 3rd, 4th or 5th year (circle relevant year)...
- d. Estimated percentage of target group which is:
  - Rural (fewer than 2500 inhabitants)...
  - Urban (more than 2500 inhabitants)...
- e. Estimated percentage of children from migrant families...

### SECTION D - PARTICIPATING SCHOOLS

<table>
<thead>
<tr>
<th>Names of Participating Schools</th>
<th>Location of Schools</th>
<th>Grade* Level</th>
<th>Participation (Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliso Vista del Mar</td>
<td>Carpinteria</td>
<td>1</td>
<td>Classes 17</td>
</tr>
<tr>
<td>Carlsbad</td>
<td>Vista del Mar</td>
<td>1</td>
<td>Students per Grade Level 8</td>
</tr>
<tr>
<td>Aliso Obispo Street</td>
<td>Guadalupe</td>
<td>1</td>
<td>Classes 20</td>
</tr>
<tr>
<td>Aliso Guadalupe</td>
<td>Guadalupe</td>
<td>2</td>
<td>Classes 17</td>
</tr>
<tr>
<td>Vista del Mar</td>
<td>Guadalupe</td>
<td>1</td>
<td>Classes 6</td>
</tr>
<tr>
<td>Aliso Aliso</td>
<td>Carpinteria</td>
<td>1</td>
<td>Classes 17</td>
</tr>
<tr>
<td>Main Street</td>
<td>Vista del Mar</td>
<td>1</td>
<td>Classes 6</td>
</tr>
<tr>
<td>Aliso Aliso</td>
<td>Guadalupe</td>
<td>1</td>
<td>Classes 21</td>
</tr>
<tr>
<td>Vista del Mar</td>
<td>Guadalupe</td>
<td>2</td>
<td>Classes 8</td>
</tr>
<tr>
<td>Aliso Guadalupe</td>
<td>Guadalupe</td>
<td>2</td>
<td>Classes 8</td>
</tr>
<tr>
<td>Aliso Aliso</td>
<td>Carpinteria</td>
<td>2</td>
<td>Classes 23</td>
</tr>
<tr>
<td>Vista del Mar</td>
<td>Vista del Mar</td>
<td>3</td>
<td>Classes 9</td>
</tr>
<tr>
<td>Guadalupe Union</td>
<td>Guadalupe</td>
<td>3</td>
<td>Classes 5</td>
</tr>
<tr>
<td>Aliso Aliso</td>
<td>Carpinteria</td>
<td>3</td>
<td>Classes 6</td>
</tr>
<tr>
<td>Vista del Mar</td>
<td>Guadalupe</td>
<td>3</td>
<td>Classes 3</td>
</tr>
<tr>
<td>Obispo Street</td>
<td>Guadalupe</td>
<td>4</td>
<td>Classes 7</td>
</tr>
</tbody>
</table>

* Organization of classes is on a pull-out multigrade level basis of up to 1/2 day of bilingual instruction and varies among the three districts.
5.2 Cultural or Ethnic identification of target students in program 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>A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td>A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td>A3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indians</td>
<td></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>

<table>
<thead>
<tr>
<th>Other Identities</th>
<th>Number</th>
<th>Per Cent</th>
<th>if inferred, check (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Portuguese-American</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Chinese-American</td>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Balinese</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td>J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| I TOTAL number of H-EIT target students |        |          |                        |

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

| C1 Anglo                             | C1 8   | 5%       |                        |
| C2 Black                             | C2 5   | 3%       |                        |

| II TOTAL number of H-EIT students other than target population | 13 | 8% | X |

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4. none

<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B1</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>American-American</td>
<td>148</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Spanish-American (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL No. of Spanish-speaking Americans</td>
<td>148</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>A</th>
<th>Anglo</th>
<th>B</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>18</td>
<td></td>
<td>5 %</td>
</tr>
<tr>
<td>E2</td>
<td>5</td>
<td></td>
<td>3 %</td>
</tr>
</tbody>
</table>

II TOTAL number of H-ENT students other than target population 13 8 % X

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>J</th>
<th>Dominant language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-English</td>
<td>2-Spanish</td>
<td>3-French</td>
<td>4-Chinese</td>
<td>5-Eskimo</td>
<td>6-Russian</td>
<td>7-Other (spec.)</td>
<td>8-English</td>
<td>9-Spanish</td>
<td>10-French</td>
<td>11-Chinese</td>
</tr>
<tr>
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</tr>
<tr>
<td>E</td>
<td>13</td>
<td>English American</td>
<td></td>
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<td>A1</td>
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<td></td>
<td></td>
<td>Mavejo</td>
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<td>A2</td>
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<td></td>
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<td></td>
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<td>Cherokee</td>
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<td>A3</td>
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<td></td>
<td></td>
<td>Keresan</td>
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<tr>
<td>A4</td>
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<td></td>
<td></td>
<td>Other (spec.)</td>
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<tr>
<td>E</td>
<td>148</td>
<td>Spanish</td>
<td></td>
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<td>D</td>
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<td>G</td>
<td></td>
<td>Eskimo</td>
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<td>H</td>
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<td>Russian</td>
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<tr>
<td>J</td>
<td></td>
<td>Other (spec.)</td>
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</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>J</th>
<th>Dominant language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>English American</td>
<td>13</td>
<td>100</td>
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<tr>
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<td>A1</td>
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<td>Mavejo</td>
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<td>A2</td>
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<td>Cherokee</td>
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<td>Keresan</td>
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<td>A4</td>
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<td>Other (spec.)</td>
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<td>E</td>
<td>148</td>
<td>Spanish</td>
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<tr>
<td>C</td>
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<td>Portuguese</td>
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<td>D</td>
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<td>French</td>
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<tr>
<td>J</td>
<td></td>
<td>Other (spec.)</td>
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<td></td>
<td></td>
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<td></td>
<td></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
   See attached
2 - Only N-EMT are required to take program, EMT's participation
   is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to
   language)

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

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

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

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

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

6.3 Recruitment of Students: (See Xerox for criteria for selection)
5.0 Community characteristics (mark all that apply)
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio
2 - major city
3 - small city, town or suburb
4 - rural, farm
5 - other (specify)

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

5.10 Socio-economic status of L-T participating students
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no L-T)
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
L-T group
1 was made
2 will be made
0 not mentioned

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

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

USE NON-ENGLISH LANG.
USE ENGLISH

DEPARTMENTS:
1 Home
2 Church
3 School
4 Work
5 Socializing
6 Neighborhood
7 Film-TV-radio
8 Magazines, newspapers
9 Others
(specify)
The project director will survey, review, analyze, and obtain tests based on criteria established for the selection of students and project student performance objectives.

b. The bilingual teachers assisted by the classroom aides and the school selection committee will develop lists of potential students who meet project and guideline criteria, administer the Test of Language Facility in Spanish and English and assist in the selection of approximately 160 students for the project on or before October 1, 1970.

c. The project director will approve selection of 160 students to participate in bilingual instruction by 10/5/70.
The project director will survey, review, analyze, and obtain tests based on criteria established for the selection of students and project student performance objectives.

b. The bilingual teachers assisted by the classroom aides and the school selection committee will develop lists of potential students who meet project and guideline criteria, administer the Dalle Test of Language Facility in Spanish and English and assist in the selection of approximately 160 students for the project on or before October 1, 1970.

c. The project director will approve selection of 160 students to participate in bilingual instruction by 10/5/70.

CRITERIA FOR THE SELECTION OF
CHILDREN INTO THE BILINGUAL PROGRAM

1. Little or no knowledge of English as determined by:
   a. Regular teacher observation
   b. Bilingual teacher observation and conversation
   c. English Oral Capacity Test
   d. Spanish Oral Capacity Test

2. Some of the children must be from low income families to qualify according to guidelines.

3. Must have minimal intelligence as measured by at least one standardized test.

4. Older brothers/sisters who attended the school did not work up to capacity because of bilingual problem.

5. Parents are willing to participate in the program. Amount and type of involvement to be determined.

Criteria "4" and "5", which are intended to be used when requests for program participation are greater than the number of student openings available, have not been needed up to this time.
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 how language dominance was established

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).

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

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

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

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)

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

0. Not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:

(indicate non-English language in each box)

X. Language dominance not specified

Mother tongue not specified
6.6 
Parents' attitudes toward maintenance of child's N-SIT in particular domains of use or complete shift to English
1-yes
0-no

6.7 
Parents' attitudes toward their children's learning of the N-SIT 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-SIT 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 
Program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned

7.0 STAFF SELECTION

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

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Other tongue not specified</th>
<th>Not specified whether monolingual or bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E Dom. NEMT</td>
<td>A: Nonlingual</td>
<td>B: Bilingual</td>
</tr>
<tr>
<td></td>
<td>A: No.</td>
<td>B: No.</td>
</tr>
<tr>
<td>I E Dom. EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E Dom. NEMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: No.</td>
<td>B: No.</td>
</tr>
<tr>
<td>III E Dom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: No.</td>
<td>B: No.</td>
</tr>
</tbody>
</table>

A Total Number of Teachers

N = 6 one teacher is a Resource teacher

*predominantly Anglo p.355 C 70

See Reference
MAJORITY OPINIONS AS EXPRESSED ON QUESTIONNAIRE (Public and Private Agencies and Parents)

Question: Is there anything in the present school approach which contributes to the learning difficulties of Mexican-American students?

I. Teachers lack understanding of the Mexican-American culture.
   A. There is discrimination. Some teachers lack the understanding of family problems that at times make it difficult for a child to function in the classroom.
   B. Teachers become impatient and show their dissatisfaction to students who do not speak English.
   C. Teachers lack the time and money to learn Spanish and the Mexican-American culture. They need to know these things to work effectively with Mexican-American students.
   D. Mexican-American students have to live one way at home, and another way at school. The conflict is psychologically damaging.

II. Schools should train teachers to help the Mexican-American student overcome his educational handicaps.
   A. There's a predominance of Anglo teachers.
   B. More bilingual teachers and assistants are needed.
   C. There's a lack of initiative on the part of administrators to try new programs.

Bilingual Aides should be used more effectively.
   A. Their "unique expertise" should be used to bridge the gap between the two cultures, rather than their talents being used as errand girls, junior truant officers and odd-job hirelings.

Permanent provision for adequate instruction in English to all Spanish-speaking students is needed.
7.2 Linguistic background of project aides or paraprofessionals, by number:

(Indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified (Spanish)
3. Not specified whether monolingual or bilingual

A Non-English B English

| I N-E Dom | I B |
| N-EMT | |
| II E Dom | II B |
| EMT | |
| II E Dom | II E |
| I N-EMT | I |

A Total Number | B Total Number | N Total Number
Monolingual | 0 | 0 |
Bilingual | 8 | 8 |

Bilingual aides per student 3-112

7.3 Language(s) used by bilingual program teachers:

(Indicate all that apply)

1. Bilingual teachers teach in only one language
   a. 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:
   b. only if native language is also their dominant language
   c. even if native language is not their dominant language
   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 project aides or paraprofessionals:

(Indicate all that apply)

1. Bilingual aides instruct in only one language
   a. 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:
   b. only if native language is also their dominant language
   c. even if native language is not their dominant language
   0. not specified

2. Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.
7.3 **Language(s) used by bilingual program teachers:**

- **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:**

- **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

7.5 **Cultural affiliation of teachers, aides, project director and evaluators by number and percent:**

<table>
<thead>
<tr>
<th>A. Teachers No. %</th>
<th>B. Aides No. %</th>
<th>C. Proj. Director</th>
<th>D. Evaluator(s) No. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 6-100</td>
<td>MA 8-100</td>
<td>Lebanese-American</td>
<td>Anglo 1</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

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

7.7 Number and proportion of teachers and aides of same
indicate specific percent on the blank, or
if specified descriptively,

<table>
<thead>
<tr>
<th>Bilingual aides per student</th>
<th>A = teachers</th>
<th>1-few</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual teachers per student</td>
<td>B = aides</td>
<td>2-some</td>
</tr>
</tbody>
</table>

A '69, p.26

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, 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/fluency test
3. previous teaching through N-ENIT (in country where it is a native language, in Peace Corps)
4. previous teaching in local areas/live in the community
5. courses in N-ENIT language structure and usage/linguistics or FL training
6. courses in N-ENIT literature or literacy in Spanish
7. must be bilingual
8. any previous education through N-ENIT/content of courses learned through
9. courses in teaching ESL/audio lingual approach
10. courses in methods teaching N-ENIT language/development
11. courses in methods teaching content (e.g., math) in N-ENIT
12. certification in ESL/or experience teaching ESL
13. certification in teaching N-ENIT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-ENIT or other qualifications, specify travel

7.9 STAFF DEVELOPMENT
0-No staff training mentioned

8.1 The project is offering training for teachers and/or para-professionals in the following area(s): Teachers professionals (mark all that apply)

See Xerox

- Training indicated, but nature not specified
- English as their second language
- The teaching of English as a second language
- X as their second language
- The teaching of X as a second language
7.5 Teacher Qualifications - Training and experience prior to project no.'s
(Indicate number of teachers with each qualification, *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/fluency
pre-test
3. previous teaching through N-ENL (in country where it is a native language, in Peace Corps)
4. previous teaching in local areas/live in the community
5. courses in N-ENL language structure and usage linguistics or FL training
6. courses in N-ED literature or literacy in Spanish
7. must be bilingual
8. any previous education through ESL/content of courses learned through
9. courses in teaching ESL/audio linguistic approach
10. courses in methods of teaching N-ENL language/language development
11. courses in methods of teaching content (e.g. math) in N-ENL
12. certification in ESL or experience teaching ESL
13. certification in teaching N-ENL
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-ENL or
16. other qualifications, specify

8.0 STAFF DEVELOPMENT

A. Training indicated, but nature not specified
B. Training indicated, but nature not specified

8.1 The project is offering training for teachers A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers; professionals
(mark all that apply)

See Xerox

8.2 Stated goals of teacher training are:

1. Understanding of socio-cultural values and practices of
2. Cross-cultural training
3. Sensitivity to ethnocentricism and linguistic snobbery
4. Awareness of the social-emotional development of
5. Strategies for 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 bilingual component
9. Formulation of pupil performance objectives
10. Methods of evaluation of pupil performance objectives

List specific courses if given (or Xerox and attach)
6.0 Train project and school staffs

The director and/or designated project staff members and consultants will train each member of the project staff in the understandings of and the attitudes and skills required for respective positions and will train the relevant regular school staff in the understanding of and the attitudes and skills which will assist and support the bilingual program.

The effectiveness of the training will be measured by:

(1) An assessment of the on-the-job performance of the staff based on an evaluation scale administered by the project director and/or school principal and/or the resource teacher, evaluating independently and incorporating evaluation findings to supplement each other.

(2) By the administration of written questionnaires to the participants in the training immediately after the training and semi-annually. The questionnaires will be designed to assess the extent to which participants are able to express the objectives and content of the training and the extent to which participants value the training in relation to its application to their respective positions. Returns which indicate approximately 70% positive perceptions and accuracy will be considered as reflecting satisfactory results.
8.3 Methods of Teacher Training: (Mark all that apply)  page 8

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups see Xerox 82
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 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-assist in teaching. See Xerox attached

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

0-not specified
1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)
5-Project Director X

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

1-bilingual
2-bicultural
3-N-NIT (specify background)

8.9 Training is provided:

1-during a summer session Final Audit p.13
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 (indicate no. of hours) D

A1-approximately equivalent to a college course 5 weekly 6 monthly 7 bi-monthly
2-more than one course
3-less than one course
4-other (specify) specifically designed to meet teachers needs; most teachers inexperienced in all areas & materials

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 bi-cultural component 
how? 
6-assist in teaching See Xerox attached 8 7 8 

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7 9 (mark all that apply) 
A for teachers B for aides 8 9 
0-not specified 
1-University faculty 8 9 
2-project's Master Teachers 8 8 
3-project's teachers 8 8 
4-other (specify) 8 8 
5-project Director 8 8 
6-assist in teaching See Xerox attached 8 7 8 

8.8 Number and Proportion of personnel giving teacher training who are: 8.8 1 2 
1-bilingual 8 8 
2-bicultural 
3-N-EIT (specify background) 

8.9 Training is provided: 8.9 1 2 
1-during a summer session Final Audit p.13 
2-during the academic year 
3-other (specify) 

8.10 Extent of training: 8.10 4 5 
A 1-approximately equivalent to a college course 
B (indicate no. of hours) 8 5 8 
5-weekly 8 8 
6-monthly 
7-bi-monthly 
8-specifically designed to meet teachers needs; most teachers inexperienced in all areas & materials 8 8 

8.11 Number and Proportion of teachers attending training: 8.11 1 100 
if specified descriptively, indicate: 8 11 1 100 
0-not specified 
1-100% 8 11 
2-more than 75% 
3-50-74% 
4-25-50% 
5-1-24% 

9.0 TEACHERS' ATTITUDES 

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 13 
0-not mentioned 
1-to N-EIT language or dialect 
2-to N-EIT students — expectations of achievement 
3-to N-EIT 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) 
13-Assessed but not determined how C p.79
6.0 TRAINING OF PROJECT AND SCHOOL STAFFS

6.1 Assign responsibility for training program.

The project director will be responsible for the training program and will have the assistance of a training consultant through the planning, implementation, and evaluation of the training program. They will work in cooperation with the school principal.

6.2 Plan training program.

The project director, working with the training consultant and the school principal, will develop a training program that will cover each of the staff positions and each of the five subject areas: Language arts (dominant language), Language arts (second language), Mathematics, Social science/culture, and English as a second language.

The planning will include the following steps:

6.2.1 Establish level of skills, knowledge, and attitudes required for each position.

6.2.2 Assess present skills, knowledge, and attitudes of staff.

6.2.3 Analyze discrepancies between requirements and present levels.

6.2.4 Determine and establish training requirements.

6.2.5 Determine training content.

6.2.6 Determine most appropriate method and system of delivery.

6.2.7 Develop training package (curriculum methodology, handouts).

6.2.8 Determine and obtain personnel required for implementing package.

6.2.9 Determine and obtain facilities, materials, and equipment.

6.2.10 Schedule training.
(2) Education: Bachelor's degree in education, foreign language or related field.

(3) Credential: Valid California Elementary Teaching Credential.

(4) Knowledge and abilities:
   (a) Fluency in Spanish and English and ability to communicate and work effectively with students, project and school staff, and community groups in both languages.
   (b) Bicultural background, preferably Mexican-American.
   (c) Belief in the philosophy of bilingual education.
   (d) Ability to supervise classroom aides.
   (e) Knowledge of and ability to apply learning theory.
   (f) Understanding and knowledge of the culture and problems of disadvantaged groups.
   (g) Ability to carry out the instructional program, work with individual student differences, and facilitate student progress.
   (h) Ability to relate to and work well with all segments of a pluralistic society, as well as project staff and regular school staff.

4. CLASSROOM AIDE

   8.6 Role of Aide

   a. Brief description of responsibilities:

      The classroom aide will assist the bilingual teacher in carrying out the student instructional program.

   b. Principal duties:

      (1) Assist in the selection and testing of students, diagnosis of student needs, development of appropriate teaching methods,
and implementing the instructional program.

(2) Assist in carrying out the student instructional program by (a) working on assigned tasks with individual students and/or small groups of students in Spanish and English, (b) assisting children between classrooms and on the playground, (c) preparing student materials.

(3) Make recommendations for the improvement of the instructional program.

(4) Participate in orientation, in-service training and on-the-job training programs.

(5) Assist in the surveying and selection of materials.

(6) Assist in the coordination of home-school activities.

(7) Act as a translator with school personnel, students and parents.

(8) Assist in the maintenance of student and project records including baseline data, student profiles, student progress, material and teaching method effectiveness.

(9) Assist with parent conferences.

(10) Assist in the development of the project continuation proposal.

(11) Assist in target school inventory and distribution of materials.

(12) Be aware of and support policies and procedures of the district and the target school.

c. General guidance and supervision for the position:

The classroom aide will work under the direct supervision of the bilingual teacher and in alliance with the regular classroom
10.1 Staff patterns: (mark all that apply)
0-not specified
1-teen teaching A '69, p.25
2-cluster teaching
3-shared resource teacher
4-other (specify)

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals C p.211
5-consultant psychotherapist
6-community liaison - C p.213
8-other (specify)

10.3 Average number of pupils per class:
0-not specified
pull out small groups - whole class only part of time

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

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

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

A 69, 1-teachers
p.25
by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT - See Xerox

11.1 Duration of Bilingual Education (policy)

I
II
III

I
II
III

11.2 How many years does project state is optimal for instruction for FLH group through FLH language to continue?
0-not mentioned

Program is K-4--two lang. used all the way, will move to English unless
get bilingual personnel for past grade 4.
10.4 Average number of aides or paraprofessionals per class: 0-not specified

10.5 Average number of N-EAT 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
2-in small groups
3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II III

<table>
<thead>
<tr>
<th>Language maintained in program</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>EN</td>
<td>EM</td>
<td>EN</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

Program is K-4, two lang. used all the way, will move to English unless we can get bilingual personnel beyond grade 4.

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

0-not mentioned
1 2 3 4 5 6 7 8 9 10 11 12 13

(If specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EAT and English in Pre-K, N-EAT 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>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-A</td>
<td>EN</td>
<td>EM</td>
<td>EN</td>
</tr>
</tbody>
</table>

0-not specified
1-teacher
2-paraprofessional
3-parent tutor
4-peer tutor
5-not specified
6-parent/tutor
7-not specified
8-not specified
9-not specified
10-no special help given
Mrs. Flores, project director, reported that the superintendent of Carpenteria School District is willing to pay for one kindergarten teacher next year but does not want the teacher to be housed in the same school with the grades 1-4. Mrs. Flores feels that the position taken by the superintendent places the project in a real bind for next year and also violates the Title VII guidelines. If the U. S. office should be unwilling to accept this change, then it could result in the loss of valuable progress made last year at Aliso School.

The auditor met with Dr. Carty, superintendent, to discuss the situation. It appears to the auditor that Dr. Carty and the school board have their own interpretation of what bilingualism means and how it can best be implemented in their own district. According to the superintendent and the Board, bilingual programs should be transitional programs for moving Mexican-American children with a dominate Spanish language into the regular English instructional program.

There seems to be legitimate differences as to the type of program that is best for the specific district and the type that the project

Question 11.0  Duration of Bilingual Education
(3) use of the new curricula materials developed in Florida, (4) use of a "Language Experience Approach", and (5) evaluation.

It was suggested by the auditor that the staff spend some time on reviewing and clarifying the present bilingual program that has been implemented and then define the program to be implemented next year. This should help avoid any misunderstandings as to the purpose of Title VII.

Problem
(3) use of the new curricula materials developed in Florida, (4) use of a "Language Experience Approach", and (5) evaluation.

It was suggested by the auditor that the staff spend some time on reviewing and clarifying the present bilingual program that has been implemented and then define the program to be implemented next year. This should help avoid any misunderstandings as to the purpose of Title VII.

Problem

Mrs. Flores, project director, reported that the superintendent of Carpenteria School District is willing to pay for one kindergarten teacher next year but does not want the teacher to be housed in the same school with the grades 1-4. Mrs. Flores feels that the position taken by the superintendent places the project in a real bind for next year and also violates the Title VII guidelines. If the U. S. office should be unwilling to accept this change, then it could result in the loss of valuable progress made last year at Aliso School.

The auditor met with Dr. Carty, superintendent, to discuss the situation. It appears to the auditor that Dr. Carty and the school board have their own interpretation of what bilingualism means and how it can best be implemented in their own district. According to the superintendent and the Board, bilingual programs should be transitional programs for moving Mexican-American children with a dominate Spanish language into the regular English instructional program.

There seems to be legitimate differences as to the type of program that is best for the specific district and the type that the project is attempting to develop. It is not likely that this could have been avoided by Mrs. Flores. However, in order to try to resolve the situation the auditor made the following suggestions:

1. that Dr. Carty and Mrs. Flores get together and discuss possible alternatives. Both parties were encouraged to implement the project as closely as possible and stay within the Title VII guidelines.
7. **REGULAR CLASSROOM TEACHER**

a. Brief description of responsibilities and guidance received:

The regular classroom teacher will assist in the achievement of the objectives of the bilingual project and work under the supervision of the target school principal.

b. Principal duties:

1. Participate in an orientation meeting for the purpose of clarifying the bilingual project objectives, activities and organizational strategies.

2. Participate, at least once each month during non-teaching time, in an in-service training session conducted by bilingual project staff.

3. Assist in the selection of students for the bilingual program.

4. Assist in the diagnosis of student educational needs by making recommendations as to the proper placement of such students or by giving other assistance in the development of the bilingual prescriptive activities.

5. Cooperate with the bilingual project staff to develop a coordinated educational program for students enrolled in bilingual education.

6. Assist in the development of the continuation proposal, if requested.

7. Cooperate with the bilingual project staff to develop a coordinated community, parent advisory council, and parent program.

8. Allow students enrolled in the bilingual project to attend and participate in instructional activities being given by project personnel in the teachers' classroom or in other classrooms.
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>
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<tbody>
<tr>
<td>00</td>
<td>0 not</td>
</tr>
</tbody>
</table>

1/4 Voc. training

1/4 Federal, State, or Private Vocational Job training

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

<table>
<thead>
<tr>
<th>code</th>
<th>grade</th>
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<tbody>
<tr>
<td>00</td>
<td>0 not</td>
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</table>

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

<table>
<thead>
<tr>
<th>code</th>
<th>grade</th>
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</thead>
<tbody>
<tr>
<td>00</td>
<td>0 not</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>code</th>
<th>math</th>
<th>science</th>
<th>social</th>
<th>Lang. Arts (Spanish)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not</td>
<td>specified</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.8 Subjects taught in any day of instruction through N-ENIT

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</tbody>
</table>

11.9 % of time per day of instruction through N-ENIT

Pre-K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>code</th>
<th>grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0 not</td>
</tr>
</tbody>
</table>

70 Audit p.5
11.5 Second language learning for English dominant students is projected through grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>No EMT Specified</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>N-EMT/Dom</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>Code</th>
<th>No EMT Specified</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>N-EMT/Dom</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>No EMT Specified</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>N-EMT/Dom</td>
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</tbody>
</table>

11.8 The amount of instructional time in and through N-EMT instruction:

<table>
<thead>
<tr>
<th>Subjects taught</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>Total Min. per day</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
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<td>90</td>
<td>90</td>
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<td>90</td>
</tr>
</tbody>
</table>

11.9 % of time per day of instruction through N-EMT:

<table>
<thead>
<tr>
<th>NS</th>
<th>50%</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>No EMT Specified</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>11</th>
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</tr>
</thead>
<tbody>
<tr>
<td>N-EMT/Dom</td>
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</tbody>
</table>

11.11 The amount of instructional time in and through N-EMT instruction:

<table>
<thead>
<tr>
<th>Subjects taught</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>
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<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>Total Min. per day</td>
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</tbody>
</table>

11.12 % of time per day of instruction through N-EMT:

<table>
<thead>
<tr>
<th>NS</th>
<th>50%</th>
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</thead>
</table>

*Organization of classes is on a pull-out multigrade basis of up to ½ day of bilingual instruction and varies among the three districts* (Spanish)
11.13 1-Program is one-way - only non-English Mother Tongue
    students (including N-EMT-English dominant). English
    mother tongue students do not receive instruction in
    a second language.
    0-no English mother tongue students
    2-2 way - EMT learn the second language

11.14 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 ITT students

<table>
<thead>
<tr>
<th>Code</th>
<th>Min. per day of instruction through N-ITT</th>
<th>Total min. per day of instruction through N-ITT</th>
<th>Subjects taught in second lang. of instruction</th>
<th>% of time per day through N-ITT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td></td>
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<td>12</td>
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</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 para-
    professional uses another during the same class period; students
    may use either.
5-the teacher reinforces any conversation initiated by the child
    through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during
    lesson.
7-the teacher uses English and the paraprofessional then translates
    the same material for N-EMT pupils.
8-other (summarize)

*6-sometimes, i.e., math/lang. is usually entirely in lang. of operation.
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-III pupils.
8 - other (summarize)

* 6 - sometimes, i.e., math/lang. is usually entirely in lang. of operation.

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

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

---

Grammar - Translation Method

---

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

<table>
<thead>
<tr>
<th>AL-H* Language Skills Sequence</th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Audiolingual Method: listening, speaking, reading and writing</td>
<td>Non Eng dom students</td>
<td>Eng dom students</td>
</tr>
<tr>
<td>A in dom</td>
<td>B in</td>
<td>A in dom</td>
</tr>
<tr>
<td>lang</td>
<td>second lang</td>
<td>second lang</td>
</tr>
</tbody>
</table>

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

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

13.2 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

---

**Note:**
- NS = Not specified
- I = IB
- II = IIB
- IA = IIA
Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eng dom</td>
<td>Eng dom</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td>students</td>
<td></td>
</tr>
<tr>
<td>A in dom B in</td>
<td>A in dom B in</td>
<td></td>
</tr>
<tr>
<td>lang second</td>
<td>lang second</td>
<td></td>
</tr>
<tr>
<td>lang</td>
<td>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 listening-speaking skills in dominant language taught

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

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency Final Eval of X X X X IIB
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

* reading in Spanish not measured, only reading in ESL unclear whether reading is taught in Spanish
13.5 Reading is introduced:
- individually, when child is ready
- or at a specific time during grade:
  1st
  2nd
  3rd

13.6 Reading readiness is determined by:
- test of reading readiness
- 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)

1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.
3-Second language learning is always in-
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-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.

X (inf)

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.

4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).

5-Different academic content is taught in the second language from that which is taught in the native language.

0-not specified

6-other (specify)
PART III - PERFORMANCE OBJECTIVES

A. STUDENT PERFORMANCE OBJECTIVES

COMPONENT NAME
7.0 Develop teaching methods and organizational strategies and carry out Instructional Program

PROGRAM OBJECTIVES
Mathematics

Person Responsible: Bilingual Teacher

Number of Participants 160 (total number in program)

Grade Level - K - 4

Date and frequency of Measurement:
Oct. 1-15 Pre-test
May 15-30 Post-test

Date report due: Nov. 1, 1970 and June 12, 1971

1. Numeration

a. Level A

80% of the students who at the beginning of bilingual instruction could not perform any of the items of Level A, items 1-5, 8-9 will perform that level and items after 9 months of regular classroom instruction and 7 months concurrent bilingual instruction as measured by IPI adapted tests and/or teacher made tests, as applicable.

80% of the students who at the beginning of bilingual instruction could not perform any of the items of Level A, items 6-7 will perform that level and items after 13 months of regular classroom instruction and 10 months concurrent bilingual instruction as measured by IPI adapted tests and/or teacher made tests, as applicable.

(1) Counts orally from 1 to 10.
(2) Reads numerals 1 to 10. Left to right.
(3) Number sequence 1 to 10, number relations, order of number, more/less, greater than/less than.
(4) Identifies, orally, cardinal numbers, concept of set.
(5) Counts orally a set 1 to 10 objects.
(6) Writes numerals from 1 to 10.
(7) Written numbers 10 objects – ordered.
### 15.0 TREATMENT OF CHILD'S LANGUAGE:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>15.0 IA</th>
<th>IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Non Eng. dom. students</td>
<td>Eng. dom. 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—Types

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Linguistically based</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Herrill or Miami Linguistic readers, ITA, etc.)</td>
<td>16.1 IA IA 1 II: IB 1</td>
</tr>
<tr>
<td>2</td>
<td>Basal readers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dialect readers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language-Experience Approach</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Experience charts (stories dictated by children)</td>
<td>16.1 IA IA 4 II: IB 4</td>
</tr>
</tbody>
</table>

C p.26, Use **Individualized Prescribed Instruction Program (IPI)**

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grade 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grade 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grade 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Beyond Grade 3</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Not specified</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>none specified</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>pattern drills</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>dialog memorization</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>choral repetition</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>songs</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>programmed instruction</td>
<td></td>
</tr>
</tbody>
</table>
control of the standard form.

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
   (Merrill or Miami Linguistic Readers, Rock kits)
2-Basal readers
3-Dialect readers

Language-Experience Approach
4-Experience charts (stories dictated by children)

C p.26, Use Individualized Prescribed Instruction Program (IPI)

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-audio visual aides
8-films, filmstrips
9-flannel or magnetic boards
10-realis, graphic displays
11-records, tapes
12-listening centers
13-multi-media approach
   Experiential:
13-role playing
14-puppetry
15-experience charts
16-primary typewriter
17-learning through direct experience
   with materials e.g. Montessori
18-activity centers-chosen by child
19-other (specify)

Learning outside the classroom:
20-field trips
21-suggested TV programs
22-thr (specify)
Materials Selected for Use in the Instructional Program

The Evaluation of the Santa Barbara County Bilingual Project (copy attached) recommends that materials selected for use in the bilingual instructional program "should be coordinated with the materials used in the regular subject curriculum."

Basic materials listed below are those state adopted for use by the regular classroom teachers. In as far as possible, these will be adapted for use in Spanish. Many materials in Spanish are included, where available, as supplementary to the basic materials.

In the area of Language Arts of third and fourth grades, nothing state adopted and used in the regular classroom curriculum is adaptable to Spanish. The materials search is continuing.

**LANGUAGE ARTS AND LANGUAGE DEVELOPMENT**

**BASIC**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Building Basic Pre-Reading Skills Kit A</th>
<th>Ginn and Co.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(California State Adopted Series)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade One</th>
<th>Ginn Elementary English I, 1</th>
<th>Ginn and Co.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ginn Elementary English I, 2</td>
<td></td>
</tr>
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<td></td>
<td>(California State Adopted Series)</td>
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</table>

<table>
<thead>
<tr>
<th>Grade Two</th>
<th>Ginn Elementary English II, 1</th>
<th>Ginn and Co.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ginn Elementary English II, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(California State Adopted Series)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades Three and Four</th>
<th>To be selected</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(California State Adopted Series)</td>
<td>(Roberts) is not adaptable</td>
</tr>
</tbody>
</table>
SUPPLEMENTARY

**Kindergarten**
- Activities Para Aprender
- ESOL-SESD Guide - Standard English as a Second Language
- ESOL - SESD Guide - Standard Spanish as a Second Language

**Kindergarten**
- Bilingual Lessons for the Spanish Speaking

**Kindergarten, Grade Four**
- General Library Materials in Spanish

**MATHEMATICS - BASIC TEXTS**

**Kindergarten**
- Modern Mathematics Big Book & Teacher’s Annotated Edition (California State Adopted Series)

**Grades One-Four**
- Modern School Mathematics (California State Adopted Series)

**SUPPLEMENTARY TEXTS**

**Grades One and Two**
- Programa de Matemáticas/ Patrones y Estructura
- Matemáticas Para Primer Año de Enseñanza Secundaria

**ENGLISH AS A SECOND LANGUAGE**

**Kindergarten**
- ROCK Kit (H200 of UCLA)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Title</th>
<th>Author/Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten - Grade Two</td>
<td>Miami Linguistic Readers</td>
<td>Levels 1-17</td>
<td>D.C. Heath &amp; Co.</td>
</tr>
<tr>
<td>Grade Three - Grade Four</td>
<td>SPANISH AS A SECOND LANGUAGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Spanish in the Grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primer Curso</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Segundo Curso</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten - Grades One-Four</td>
<td>Basic</td>
<td>Course of Study for the Santa Barbara County Schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten - Grades One, Two</td>
<td>People in Action Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten - Grades One-Four</td>
<td>Early Childhood Series</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16.4 The sources of Non-English materials and textbooks are:

(mark all that apply)

- 0-not specified
- 1-are written by native speakers of that language
- 2-commercially prepared and published in countries where N-E is the native language*
- 3-developed by the project's own bilingual staff
- 4-developed by the staff of another bilingual project (specify which)
- 5-developed in conjunction with project parents
- 6-developed by or with members of N-EHT community
- 7-are culturally appropriate for N-E culture (specify how this is determined)
- 8-are cross cultural
- 9-commercially prepared and published in the U.S.
- 10-are translations of U.S. texts
- 11-are coordinated with materials used in the regular subject curriculum
- 12-other (specify) *?-The resource teacher and the bilingual teachers will continue to adapt/develop materials by translating them into Span. when necessary.

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

(mark all that apply)

- 0-not specified
- 1-xerox attached-page and document

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: "pull-out" system—separated by dominant language; amount of time not specified

- 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-separate for native and second language learning into dominant language groups
- 6-separated for most academic subject learning into dominant language groups
- 7-never mixed for language or other academic learning
- 8-other (specify)

n.a. - (no I.T students)

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

(inf) A'69, p.25

17.3 Criteria for grouping:

(mark all that apply)

- 0-not specified

I Non Eng dom II Eng dom III Eng dom

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

n.a.-not applicable
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached par and document
2-are cross cultural
3-are commercially prepared and published in the U.S.
4-are translations of U.S. texts
5-are coordinated with materials used in the regular subject curriculum
6-are by (specify)
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14-The resource teacher and the bilingual teachers will continue to adapt/develop materials by translating them into Span, when necessary.
15-The resource teacher and the bilingual teachers will continue to adapt/develop materials by translating them into Span, when necessary.
Get Set Games for Beginning Readers

Mother Goose on the Rio Grande - (to adapt parallel program for Ginn at K-1 level), developed by the project staff

Modern School Mathematics, Houghton Mifflin (partially adapted) - California State series

Social Sciences, Harcourt; Brace Jovanovich, Inc. (partially adapted) - California State series

Elementary English, Ginn (partially adapted) - California State series

Booklet for Teaching ESL - Reyes Villalpando, Santa Barbara City Schools

Aurora - (teacher lesson plans) developed by the project staff

Ternura - (teacher lesson plans) developed by the project staff

Word Bingo for ESL, Spelling, and Reading, developed by the project staff

ESL Flash Cards - developed by project staff

c. Effectiveness of Materials

Bilingual teachers, aides, the resource teacher and the project director evaluated basic materials selected for bilingual instruction using EF #24, "Materials Effectiveness Summary." In January, the project staff rated materials as satisfactory in 84% of the curriculum and grade level categories shown on Table 53, page 180. In May, staff responses rated materials as satisfactory or excellent in 86% of the curriculum and grade level categories. Lowest ratings were received by the Ginn Elementary English Series at Grades K and 1 and the Miami Linguistic Readers Grade K. Highest ratings were received by the ROCK Kits: Teaching English Early at Grades K-3 and The Social Sciences:
Concepts and Values at grades K-1. A complete table showing the staff ratings of basic materials follows. Scale for the weighted ratings was prepared by the evaluator.

**TABLE 53**

**STAFF RATINGS OF BASIC MATERIALS**

**JANUARY AND MAY, 1971**

<table>
<thead>
<tr>
<th>NAMES OF MATERIALS</th>
<th>GRADE LEVELS</th>
<th>JANUARY WEIGHTED RATING</th>
<th>MAY WEIGHTED RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginn Elementary English Series</td>
<td>K</td>
<td>1.5</td>
<td>1.7</td>
</tr>
<tr>
<td>Ginn &amp; Co.</td>
<td>1</td>
<td>1.9</td>
<td>1.6</td>
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<tr>
<td></td>
<td>2</td>
<td>1.3</td>
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<tr>
<td></td>
<td>3</td>
<td>1.1</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1.3</td>
<td>2.0</td>
</tr>
<tr>
<td>Miami Linguistic Readers, I-II</td>
<td>K</td>
<td>2.5</td>
<td>1.2</td>
</tr>
<tr>
<td>D. C. Heath &amp; Company</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2.6</td>
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<td>2.3</td>
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<tr>
<td></td>
<td>4</td>
<td>2.2</td>
<td>1.8</td>
</tr>
<tr>
<td>ROCK Kits: Teaching English Early</td>
<td>K</td>
<td>2.8</td>
<td>2.6</td>
</tr>
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<td>Melton Book Company - (H200)</td>
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<td>3.0</td>
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<td>Modern School Mathematics</td>
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<td>Houghton Mifflin</td>
<td>1</td>
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<td>The Social Sciences: Concepts and Values</td>
<td>K</td>
<td>2.4</td>
<td>2.5</td>
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<td>Harcourt, Brace Jovanovich, Inc.</td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>2.1</td>
<td>1.8</td>
</tr>
</tbody>
</table>

**Weighted Rating Scale:**
- 1.0 - 1.7 Not Satisfactory
- 1.8 - 2.3 Satisfactory
- 2.4 - 3.0 Excellent
18.3 Parent tutoring: (mark all that apply)
- no-not mentioned
- 0-type not specified
- 1-inter-ethnic parent tutoring is used
- 2-intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EN 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
- 5-individualized learning
- 6-open classroom
- 7-guided discovery and inquiry
- 8-a curriculum which is both child and subject-centered
- 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
- 0-method not mentioned
- 1-structured environment rich with materials child can manipulate
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attribute and labeling their attributes (i.e. colors, sizes)
- 5-direct experience of processes of science through discovery, using
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
5- individualized learning
6- open classroom
7- guided discovery and inquiry
8- a curriculum which is both child and subject-centered
9- others (specify)
10- if the program includes activities which complement experiences children encounter in the home, community and through mass media, e.g. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

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

80% of the K and 1st grade students will show cognitive achievement by a raw score growth in pre-reading, pre-math, and lang. indicated by pre and post tests using the Apell Test in Spanish and English.

20.2 Cognitive development in later grades (grade 4 and above)
0- method not mentioned
1- specify or xerox p. no. and document
n.a.- no grade 4 or later grades
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 Time Line for Title VII

Teacher encourages pupil to verbally express his feelings: Eval. p.19

1. through role-playing
2. puppetry
3. language-experience approach: students dictate stories from their own experience
4. teacher accepts, acknowledges ideas and feelings
5. teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6. teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7. teacher provides experiences leading to competency and success
8. teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9. other (specify) (xerox or summarize) document page 

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

10. pupils act as tutors for other pupils
11. pupils have some options in choice of curriculum
12. pupils choose activities from a variety of interest centers
13. older pupils participate in curriculum planning and/or development
14. pupils write a bilingual newspaper for dissemination to the community
15. other (specify)

22.0 LEARNING STRATEGIES

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
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.

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

10. Pupils act as tutors for other pupils.
11. Pupils have some options in choice of curriculum.
12. Pupils choose activities from a variety of interest centers.
13. Older pupils participate in curriculum planning and/or development.
14. Pupils write a bilingual newspaper for dissemination to the community.
15. Other (specify)

22.0 LEARNING STRATEGIES

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 1. 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.

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-MT culture, please summarize below: (or attach xerox)
found in document ______ / page ____________
0-not mentioned

23.3 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-MT 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-MT or M-T
8-Other (specify)

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

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

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
0—Bilingual library not mentioned

24.2 An ethnic studies library is provided for:
0—group not specified
1—Project children
2—Adults of the project community
3—Teachers
0—Ethnic studies library not mentioned
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

- Method not specified
- No provision for informing community
- Bilingual newsletter
- Monolingual newsletter
- 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:

- Type 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. Advisory Council set up to aid project director in operation and planning. C, p.18

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

- 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)
- Method not specified

24.6 The school is open to the community through:

- Not mentioned
- School is not open to community for community use
- Opening school facilities to the community at large for use
24.4 Community involvement in the formulation of school policies and programs is sought through:
- type 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)

24.5 The school keeps informed about community interests, events and problems through:
- 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)
- method not specified

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

5 Special school programs

25.0 Impact Evaluation

25.1 Project mentions description or dissemination of the bilingual program through:
- newspaper articles
- radio programs
- TV programs
- video-tapes
- films
- visitors to observe the program
4.0. COMMUNITY, DISTRICT ADVISORY COUNCIL, AND PARENT PROGRAMS

4.1 Assign responsibility for planning community, district advisory council, and parent programs.

The resource teacher will have the responsibility for planning the programs for the community, the district advisory council, and the parents. He will be assisted by the community liaisons.

4.2 Plan procedures for community, district advisory council, and parent involvement.

Preparation for these programs will take place in September, with some of the planning being done at the regular staff meetings. Planning procedures will begin with contacts made by the community liaisons through visits within the community and, specifically, with parents. Data thus acquired will be reported to the resource teacher, who, with the advice of the principal and the assistance of a community consultant, will carry out the following steps.

4.2.1 Establish levels of understanding, attitude, and involvement desired.

4.2.2 Determine requirements for achieving these levels.

4.2.3 Establish content and procedures for (a) the community at large, (b) the district advisory council, and (c) the parents of the target children.

4.2.4 Plan and develop home study packages.

This operation will take place for a total of approximately ten days over a three-month period, November, December, and January, so that the materials can be ready for use in the
homes by February 1. A materials consultant will work with the resource teacher, community liaisons, and other project staff as needed to incorporate in the package the input from the project staff, regular classroom teachers, parents and community.

4.2.5 Assign responsibility for conducting community and parent involvement programs.

The community liaison, with the direct assistance of the resource teacher, will be given the responsibility for conducting the community and parent programs. The district advisory council programs will be conducted by the resource teacher, with the assistance of the principal, community liaison and teachers.

Plans for all of these programs will be closely coordinated with the school principal.

4.3 Conduct programs.

4.3.1 The community at large:

(a) Dissemination. Within the entire county two kinds of dissemination will take place for the community at large:

(1) A newsletter will be published two times a year by the director, with the assistance of the community liaisons.

(2) A county-wide dissemination once each two months, supervised by the project director, will employ radio, newspapers and other public media.

Dissemination within each district will be of a continuing
nature, or once a month, implemented by the community liaisons under the direction of the principal, and will cover:

1. Needs seen by the principal.
2. Information and needs seen by the bilingual teachers.

(b) **Volunteer assistance.**

The volunteer program will be the responsibility of the community liaison, with the advice and assistance of the principal.

The liaison will secure the services of a volunteer coordinator, in conjunction with the advisory council (the coordinator may be a member of the advisory council), whose responsibility it will be to formulate and maintain a list of available volunteers and to schedule their participation in project service activities.

All volunteer activities will be developed in conjunction with the regular staff and administration of the school and will be coordinated with regular school activities. Volunteers will be scheduled for service in both the bilingual classrooms and the regular classrooms at the request of the teachers.

### 4.3.2 District advisory council.

(a) In each school district in which the bilingual program operates, a district advisory council will be developed by the community liaison, with membership as indicated on the organizational chart, page 199. The role of this
Because the evaluation took place early in the planning and field-test year, many of the findings and recommendations of the report were put into immediate effect. The report also served as a basis for planning for the second project year, assisting the project director in avoiding many of the weaknesses in the first year of project operation.

(6) Develop a parent and community involvement program which will create an awareness of the meaning of the bilingual/bicultural program for parents; to establish an advisory committee who will assist in the development of techniques to meet the needs of the target group students.

The parent and community program was begun later than originally planned in the first year proposal, in early December in the Guadalupe district and in January in both the Vista del Mar and Carpinteria districts. The community aides were hired at those times. Meetings for parents and representatives of the community have been held to explain the purpose of the bilingual program, to assist the district project personnel with disseminating the purposes of the program, and to involve parents and community representatives in planning for and improving the second year program. A project advisory council has been established to aid the project director in the operation during the remaining months of the first year and in the planning for next year. The membership of the Project Advisory Council and that of the District Advisory Council are listed on the organizational chart on page 199.
Social science/culture, Mathematics, and English as a second language). Where appropriate, additional materials will be adapted/developed.

Positive project staff assessment of at least three-fourths of the materials used will be considered as a satisfactory rating.

4.0 Conduct community, district advisory council, and parent programs

The project director and/or her designated representatives will disseminate information about the bilingual educational program and the meaning of bilingual education to the community, advisory council and the parents of target children and will develop programs of parent and community involvement which will support the bilingual project and facilitate its success.

Success of these programs will be measured by:

(1) Attendance of at least one parent of approximately 80% of the students enrolled in the bilingual program at a minimum of two of the following: meetings, workshops, class visits, parent conferences, and special school programs.

(2) Participation of parents and community members of each district in a total of approximately 50 hours of volunteer activities which support and assist the bilingual program.

(3) Results of an interview with a representative sample (50 families) using interview instruments designed to assess the effectiveness of the parent and community program.

(4) Completion of a home-study package evaluation instrument by approximately 75% of the relevant parents.
4.6 Evaluate and revise home study packages by parent questionnaires and consultant assistance.

Questionnaires will be given to the parents at the second workshop (March) and will be completed at the meeting, with the assistance of the liaisons, if needed. These will provide an evaluation of the home study package for purposes of revision, which will be done with the assistance of the home study consultant, by the resource teacher and community liaisons.

4.7 Evaluate community, district advisory council, and parent programs by:

(a) Attendance lists kept by the teachers or their aides for special programs, parent conferences, workshops, etc., with 80% of the students having at least one parent present at two or more such activities.

(b) Attendance lists of members of the community at school functions.

(c) A total of 50 hours of volunteer work recorded by the teacher or her aides within each district.

(d) Assessment instruments used in interviews with parents and community members.
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
2. 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 the year
2. 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

See xerox 20 a-
For Evaluation forms for Process Evaluation:
Implementation of program by staff: teachers, aides, community liaisons.
### TEACHER OBSERVATION CHECKLIST

**Name of Teacher**

**Name of Observer**

**Date of Observation**

**Length of Observation**

**Instructions:** Information is to be completed for each bilingual teacher by project director or the resource teacher and school principal after a minimum of two hours observation of teacher performance in the classroom during November and March. Mark items as observed if the behavior is observed once. Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods. Submit observation checklists to evaluation secretary by 12/1/70 and 4/1/71.

#### BEHAVIOR RELATED TO STUDENTS

<table>
<thead>
<tr>
<th>The teacher:</th>
<th>OBS.</th>
<th>NO. OPP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administer tests at appropriate times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provides and uses student learning tasks related to diagnosed student needs and project performance objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is comfortable/at ease with teaching methods being utilized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is comfortable/at ease with organizational strategy employed in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is thoroughly familiar with teaching materials</td>
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<tr>
<td>6. Uses project recommended materials</td>
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<tr>
<td>7. Assesses and records student progress regularly (at least once each ____ )</td>
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<tr>
<td>8. Provides well defined learning tasks for each student</td>
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<tr>
<td>9. Speaks in both Spanish and English during instructional program</td>
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<tr>
<td>10. Accepts feelings of students in a non-threatening manner</td>
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</tr>
</tbody>
</table>
26. By grade level list the percent of time Spanish being used as the language for classroom instruction:

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OCT.</td>
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<tr>
<td>K</td>
<td></td>
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<td>1</td>
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<tr>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

27. On the average, what percentage of bilingual classroom instruction is devoted to Mexican history/culture?

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>% MEXICAN HISTORY/CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
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<tr>
<td>Second Grade</td>
<td></td>
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<tr>
<td>Third Grade</td>
<td></td>
</tr>
<tr>
<td>Fourth Grade</td>
<td></td>
</tr>
</tbody>
</table>

28. Were materials/tests received in sufficient time for use at the appropriate times?

__ YES __ NO

If NO, what were the discrepancies?

________________________________________________________________________

29. Is there an up-to-date inventory of all project materials and equipment currently in your school?

__ YES __ NO

If NO, when and how will materials be inventoried?

________________________________________________________________________

30. Who has the responsibility for keeping the project inventory in your school?

_________________________ Name _________________________ Position
Evaluation Form #3 (Continued)

11. Praises or encourages appropriate student

12. Accepts or uses student ideas (clarifies, builds, or develops ideas suggested by student)

13. Asks questions with the intent of encouraging student dialogue (asks broad questions requiring more than "yes" or "no" answers

BEHAVIOR RELATED TO CLASSROOM AIDES

1. Provides for and keeps records of planned student activities to be carried out by the aide and materials to be developed

2. Provides on the job training for the aide by observing the aide in the instructional situation and discussing student learning and the extent of student progress

3. Accepts and uses suggestions and recommendations of the aide

4. Asks questions of the aide to determine understanding of content or procedure

ADDITIONAL COMMENTS OF OBSERVER:

1. In-service training needed in areas of:

2. Supervision/administrative meetings needed in areas of:

3. Other comments:
SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #4

CLASSROOM AIDE OBSERVATION CHECKLIST

Name of Classroom Aide ____________________________

Name of Observer ____________________________

Date of Observation ____________________________

Length of Observation ____________________________

Instructions: Information is to be completed for each classroom aide by project director, and/or resource teacher, and school principal after a minimum of two hours observation of classroom aide performance in the classroom during November and March. Mark items as observed if the behavior is observed once. Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods. Submit observation checklists to evaluation secretary by 12/1/70 and 4/1/71.

BEHAVIOR RELATED TO STUDENTS

The Classroom Aide:

1. Assists teacher in administration of tests

2. Uses student learning tasks related to diagnosed student needs and project performance objectives

3. Is comfortable/at ease with teaching methods being utilized

4. Is comfortable/at ease with organizational strategy employed in the classroom

5. Is thoroughly familiar with teaching materials

6. Uses project recommended materials

7. Keeps written records of student progress related to project student performance objectives and diagnosed needs

8. Uses well-defined tasks for each student

9. Speaks in both Spanish and English during instructional program

10. Accepts feelings of students in a non-threatening manner

11. Praises or encourages appropriate student action or behavior (nods head, "go on," etc.)
Evaluation Form #4 (Continued)

12. Accepts or uses student ideas (clarifies, builds, or develops ideas suggested by student)

13. Asks questions with the intent of encouraging student dialogue (asks broad questions requiring more than "yes" or "no" answers)

BEHAVIOR RELATED TO BILINGUAL TEACHER

1. Prepares student materials as requested by bilingual teacher

2. Encourages on the job supervision from the bilingual teacher

3. Accepts and uses suggestions and recommendations of the teacher

4. Asks questions of the bilingual teacher to increase understanding of content or procedure

ADDITIONAL COMMENTS OF THE OBSERVER:

1. In-service training needed in areas of:

2. Supervision/administrative meeting needed in areas of:

3. Other comment:
SANTA BARBARA COUNTY BILINGUAL PROJECT

Evaluation Form #5

COMMUNITY LIAISON OBSERVATION CHECKLIST

Name of Community Liaison

Name of Observer

Date of Observation

Length of Observation

Instructions: Information to be completed by project director, and/or resource teacher, and/or school principal after a minimum of two hours observation of community liaison performance on the job.

Complete the checklist after observing the community liaison during Nov. and March. Mark items as observed if the behavior is observed more than once. Incorporate the observations of the two or three observers into one observation checklist for each of the two observation periods. Submit observation checklist to evaluation secretary by 12/1/70 and 4/1/71.

BEHAVIOR RELATED TO PARENTS

The community liaison:

1. Plans and conducts at least one workshop for parents
2. Discusses the goals of bilingual program with parents
3. Discusses bilingual program student activities with parents
4. Holds district advisory council meeting
5. Encourages parent visits to school activities
6. Speaks in Spanish and/or English to parents as necessary
7. Demonstrates friendliness and understanding toward parents and students
8. Exhibits interest in parents and students
9. Recommends community services as needed by the family
10. Encourages parent participation in school volunteer activities
11. Keeps records of parent and community participation

OBS.  NO OPP.
Evaluation Form #5 (Continued)

BEHAVIOR RELATED TO PROJECT AND SCHOOL STAFF

1. Works cooperatively with project staff members to plan and develop parent and community program

2. Assist project and school staff by discussing relevant information needed to plan an effective instructional program

3. Works cooperatively with school principal to develop parent program

4. Asks for help when needed

5. Accepts and uses suggestions and recommendations of the project director

ADDITIONAL COMMENTS OF THE OBSERVER:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Date Completed _______________________
School ______________________________
Teacher's Name ________________________

Instructions: Bilingual Teacher: Complete the following questions during the first two weeks of January and May. Return the questionnaire by mail to the project director by 1/15/71 and 5/15/71. Answer questions for your classroom only.

INSTRUCTIONAL PROGRAM

1. Total number of students:
   _____ Pre-Tested  _____ Post-Tested

2. Total number of students enrolled as of 12/1/71 and average minutes of instruction per week:

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>AVERAGE MINUTES</th>
<th>NO. GIRLS</th>
<th>NO. BOYS</th>
<th>NO. TOTAL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Grade</td>
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<td>Second Grade</td>
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<td>Fourth Grade</td>
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</tbody>
</table>

3. Have you diagnosed the educational needs of each child and developed a prescriptive program for him/her?
   _____ Yes  _____ No
4. How often, on the average, do you assess student progress and update the prescription for each child (move to a higher level objective)?

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>Daily</th>
<th>Twice a Week</th>
<th>Once a Week</th>
<th>Each 2 Weeks</th>
<th>Each 3 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>in language arts/ dominant language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in language arts/ second language</td>
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<td></td>
</tr>
<tr>
<td>in mathematics</td>
<td></td>
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<td></td>
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<tr>
<td>in social science</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in ESL</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5. List the methods and materials most frequently used to assess student progress:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>METHOD USED FOR ASSESSMENT</th>
<th>MATERIALS USED FOR ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>in language arts/ dominant language</td>
<td></td>
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<td>in language arts/ second language</td>
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<tr>
<td>in mathematics</td>
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<tr>
<td>in social science</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>in ESL</td>
<td></td>
<td></td>
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</tbody>
</table>
6. How many children are receiving instruction in each of the following project areas? How much time in minutes per week is being spent in each subject area?

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>LANGUAGE ARTS/DOMINANT LANGUAGE</th>
<th>LANGUAGE ARTS/SECOND LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Of Children</td>
<td>Minutes Per Week</td>
</tr>
<tr>
<td>Kindergarten</td>
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<tr>
<td>First Grade</td>
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<td>Second Grade</td>
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<td>Third Grade</td>
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<tr>
<td>Fourth Grade</td>
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<table>
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<th>GRADE LEVEL</th>
<th>MATHEMATICS</th>
<th>SOCIAL SCIENCE</th>
<th>ESL</th>
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<tbody>
<tr>
<td></td>
<td>No. Of Children</td>
<td>Minutes Per Week</td>
<td>No. Of Children</td>
</tr>
<tr>
<td>Kindergarten</td>
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<td>First Grade</td>
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<tr>
<td>Second Grade</td>
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<td>Third Grade</td>
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<tr>
<td>Fourth Grade</td>
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</tbody>
</table>

7. How often do you meet with classroom aides for planning student activities?

- Daily  ____________  More than once a week  ____________  Once a week  ____________  Once each two weeks  ____________  Once each three weeks  ____________  Once a month  ____________

8. How long on the average are the planning periods with the classroom aides?

- 15 minutes  ____________  30 minutes  ____________  45 minutes  ____________  one hour  ____________  longer than an hour  ____________

9. List briefly the content of planning sessions which you have with the classroom aide:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Evaluation Form # 6 (Continued)

10. How successful and helpful do you feel the planning sessions are?

________________________________________________________________________

11. How often do you spend time in the classroom observing and assisting the classroom aide?

   __ Once a day __ Once a week __ Twice a week Other: ________________

12. How long is the average observation period in which you assist the classroom aide?

   __ 10 minutes ___ 20 minutes ___ half hour

13. How often (on the average) do you meet with the students regular classroom teacher to plan prescriptive activities and develop coordinated teaching plans?

   __ More than once a week __ Once a week __ Once each two weeks

   __ Once each three weeks __ Once a month

14. List briefly the content of these planning sessions with the regular classroom teacher:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

15. How successful and helpful do you feel these planning sessions are?

________________________________________________________________________

16. How often do you observe the regular classroom program to better coordinate bilingual and regular classroom activities?

   __ Once a week __ Once each two weeks __ Once each three weeks

   __ Once a month __ Not at all

17. How long are your average periods of observations of the regular classroom program?

   __ 10 minutes ___ 20 minutes ___ half hour ___ 45 minutes

18. How often do you meet with the community liaison to assist in the coordination of the school-home program?

   __ More than once a week __ Once a week __ Once each two weeks

   __ Once each three weeks __ Once a month
Evaluation Form #6 (Continued)

19. How often have you changed the organizational strategy established on October 1, 1970?

   _ No change _ Once _ Twice _ More than two times

20. Describe the nature of the changes in the organizational strategy and the reason the changes were needed:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

21. How often does the resource teacher or the project director meet with you for planning?

   _ Once a week _ Once each two weeks _ Once each month

   _ Less than once a month

22. How long is your average planning period with the resource teacher or project director?

   _ 10 minutes _ 20 minutes _ half hour _ 45 minutes

23. How successful and helpful do you feel these planning sessions are?

   ________________________________________________________________

   ________________________________________________________________

24. How often does the resource teacher or the project director observe students in your classroom?

   _ Once a week _ Once each two weeks _ Once a month _ Less than once a month

25. How long on the average does the resource teacher or the project director observe in your classroom?

   _ 10 minutes _ 20 minutes _ half hour _ 45 minutes