This content analysis schedule for the Ukiah Indian, Mexican-American Bilingual-Bicultural Program of Ukiah, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are a description of the objectives of the instructional component, a discussion of the methods of second language teaching, and a list of materials. (SK)
CHECK (√) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

- Initial Proposal
- 2nd Year Continuation
- 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

<table>
<thead>
<tr>
<th>Evaluation design</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Interim evaluation</td>
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<tr>
<td>Final evaluation</td>
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<tr>
<td>Pre-audit</td>
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<td></td>
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<tr>
<td>Interin audit</td>
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<tr>
<td>Final audit</td>
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</tbody>
</table>

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

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# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Project Identification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Project Number</td>
<td>1</td>
</tr>
<tr>
<td>0.2 Name of Project</td>
<td>1</td>
</tr>
<tr>
<td>0.3 Address of Project (number and street)</td>
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<tr>
<td>0.4 City and State of Project</td>
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<tr>
<td>0.5 State (checklist)</td>
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</tbody>
</table>

### 1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project Began under Title VII | 1

### 2.0 FUNDING

2.1 Funding of Bilingual Program, Prior to Title VII | 1
2.2 Year Prior Funding Began | 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program | 1
2.4 Source of Prior Bilingual Program Funding | 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program Cooperating with Title VII | 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Coordinating with Title VII | 1
2.7 Source of Concurrent Funding | 1
2.8 Total Title VII Grant (first year) | 1

### 3.0 UNIVERSITY Involvement with Project | 1

### 4.0 SCOPE OF PROJECT

4.1 Number of Schools Involved | 2
4.2 Students - total number | 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels | 2
4.4 Non-graded classes | 2

### 5.0 PROCESS VARIABLES

#### STUDENTS (sociolinguistic)

5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) | 2
5.2 Cultural or Ethnic Identification of Target Students | 3
5.3 Ethnic Identity of English Mother Tongue Students | 3
5.4 Students' Native Language if Different from Dominant Language | 3
5.5 Students' Dominant Language and Extent of Bilingualism | 3
5.6 Recruitment of Students | 4
5.7 Proportion of EMT Pupils in Project Area | 4
5.8 Community Characteristics | 4
5.9 Socio-Economic Status of N-EMT Participating Students | 4
5.10 Socio-Economic Status of EMT Participating Students | 4
5.11 Proportion of Migrant Students in Project | 4

### 6.0 SOCIOLINGUISTIC SURVEY

6.1 Existence of Survey | 4
6.2 Groups Included in Survey | 4
6.3 Language Dominance by Domains and through Various Means of Communication | 4
6.4 Determination of Students' Language Dominance (if not in Survey) | 5
6.5 Survey Includes Determination of any Inter-Language in Community | 5
1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project Began under Title VII

2.0 FUNDING

2.1 Funding of Bilingual Program, Prior to Title VII

2.2 Year Prior Funding Began

2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program

2.4 Source of Prior Bilingual Program Funding

2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program

2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII

2.7 Source of Concurrent Funding

2.8 Total Title VII Grant (first year)

3.0 UNIVERSITY Involvement with Project

4.0 SCOPE OF PROJECT

4.1 Number of Schools Involved

4.2 Students - total number

4.3 Students - grade level, number of classes, and number of students by grouped grade levels

4.4 Non-graded classes

5.0 PROCESS VARIABLES

5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)

5.2 Cultural or Ethnic Identification of Target Students

5.3 Ethnic Identity of English Mother Tongue Students

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5.10 Socio-Economic Status of EMT Participating Students

5.11 Proportion of Migrant Students in Project

6.0 SOCIOLINGUISTIC SURVEY

6.1 Existence of Survey

6.2 Groups Included in Survey

6.3 Language Dominance by Domains and through Various Means of Communication

6.4 Determination of Students' Language Dominance (if not in Survey)

6.5 Survey Includes Determination of any Inter-Language in Community

6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift

6.7 EMT Parental Attitudes toward Second Language Learning

6.8 Student Attitudes toward Native and Second Language Learning

6.9 Community Attitudes toward Maintenance

6.10 Survey's Impact on Program

7.0 STAFF SELECTION

7.1 Linguistic Background of Project Teachers

7.2 Linguistic Background of Project Aides or Paraprofessionals

7.3 Dominant and Native Languages Used by Bilingual Teachers

7.4 Dominant and Native Languages Used by Aides

7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators

7.6 Selection of N-EMT Teachers from Local Community

7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students

7.8 Teacher Qualifications (Training Prior to Project)

8.0 STAFF DEVELOPMENT

8.1 Areas of Training for Teachers and for Paraprofessionals

8.2 Stated Goals of Teacher Training

8.3 Methods of Teacher Training

8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals)

8.5 Provision for Paraprofessionals to Receive Credit toward Certification

8.6 Role of Paraprofessionals

8.7 Personnel Training Project Teachers and Paraprofessionals

8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff

8.9 Period When Training Is Provided
8.10 Extent of Training
8.11 Proportion of Teachers Attending Training

9.0 TEACHERS' ATTITUDES
9.1 Assessment of Teachers' Attitudes

10.0 STAFF PATTERNS
10.1 Kinds of Staff Patterns
10.2 Staff
10.3 Pupils per Class
10.4 Aides/Paraprofessionals per Class
10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class
10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT
11.1 Duration of Bilingual Education (Policy)
11.2 Projected Duration of Project Instruction through N-EMT Language (in years)
11.3 Grade When Second Language Learning Is Introduced
11.4 Projected Linking of Current Project to Future Bilingual Program
11.5 Projected Duration of Second Language Learning for English Dominant Students
11.6 Projected Duration of Learning in Native Language for N-EMT Dominant Students
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant
11.13 Program Type - One Way
11.14 - 11.16 Instructional Time in and through Second Language for EM Students
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom

12.0 METHODS OF SECOND LANGUAGE TEACHING
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages
13.2 Relation of Reading and Writing to Listening, Speaking
13.3 Determination of Listening, Speaking Proficiency
13.4 Relationship of Learning Native and Second Language Reading Skills
13.5 Period Reading Is Introduced
13.6 Determination of Reading Readiness
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language
13.8 Projected Grade for Grade-Level Academic Achievement in Second Language

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING

15.0 TREATMENT OF CHILD'S LANGUAGE

16.0 MATERIALS
16.1 Reading Materials - Types
16.2 Reading Material in Child's Dialect
16.3 Materials and Techniques for Second Language Learning
16.4 Sources of Materials in Language other than English
16.5 Specific Bilingual/Bicultural Materials Used

17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language
17.2 Size of Groups
17.3 Criteria for Grouping

18.0 TUTORING
18.1 Student Tutoring
18.2 Paraprofessional Tutoring
18.3 Parent Tutoring
Developed by Marietta Saravia Shore
Coordinator, BEARU
Bilingual Education Applied Research Unit
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant: Alan Ehrlich, Date: 1/14/72

0.1 Name of Project: Ukiah Indian, Mexican-American Bilingual-Bicultural Program
0.2 Address of Project: School and Henry Streets
0.3 Address: Ukiah, California 95482

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project began under Title VII:

see Project No.
1971 - 1972

2.0 FUNDING (Mark all that apply)
2.1 Any prior funding of BILINGUAL program, if Title VII continues or expands that program

2.2 Year prior funding began

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

2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
0.3 Address of Project School and Henry Streets

0.4 Ukiah, California 95482

STATE

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No. 07 - 1970
No. 17 - 1971

2.0 FUNDING (Mark all that apply)
2.1 Any prior funding of BILINGUAL program, if Title VII continues or expands that program
2.2 Year prior funding began
2.3 Prior bilingual program involved:
1-early childhood (pre K
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.4 Source of prior bilingual program funding:
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K:
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified
2.7 Source of concurrent funding, if cooperating with Title VII program:
1-local 4-federal (specify)
2-state 5-other (specify)
3-university

2.8 Total Title VII grant (first year only)

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

3.0 1-If a UNIVERSITY is working with the Title VII program,
specify which: Santa Rosa Junior College (Adult Education Courses
0-none
C = Continuation document
4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
- One
- Two
- Three
- Four
- Five
- Other

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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>7</td>
</tr>
<tr>
<td>1st-Kndgtn</td>
<td>2</td>
</tr>
<tr>
<td>PSK</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-grade 10</td>
<td>10</td>
</tr>
<tr>
<td>11-grade 11</td>
<td>11</td>
</tr>
<tr>
<td>12-grade 12</td>
<td>12</td>
</tr>
<tr>
<td>0</td>
<td>TOTAL students gr. 10-12</td>
</tr>
</tbody>
</table>

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded

If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

<table>
<thead>
<tr>
<th>Total Non-English Mother Tongue</th>
<th>English Dominant No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. Non-English Dominant</td>
<td>1. E-Dom - NMT</td>
<td>60</td>
</tr>
<tr>
<td>2. Total English Mother Tongue</td>
<td>II. E-Dom - NMT</td>
<td>50</td>
</tr>
<tr>
<td>3. Total E-Dom</td>
<td>II1. NMT</td>
<td>60</td>
</tr>
<tr>
<td>4. Total E-MNT</td>
<td>II2. E-Dom</td>
<td>50</td>
</tr>
</tbody>
</table>
2. Grade level of students in program: number of classes per grade and total number of students by grouped grade levels (by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
<th>Number of</th>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>2</td>
<td>TOTAL NO. students PS and K</td>
<td>7-grade 7</td>
<td>6</td>
</tr>
<tr>
<td>Kindtn</td>
<td></td>
<td></td>
<td>8-grade 8</td>
<td></td>
</tr>
<tr>
<td>PSK</td>
<td>60</td>
<td></td>
<td>9-grade 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10-grade 10</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL students gr. 1-6

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Non-English Dominant</th>
<th>Total English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>N-E Dom - N-EMT</td>
<td>E Dom - EMT</td>
</tr>
<tr>
<td>II</td>
<td>E-Dom - N-EMT</td>
<td>E Dom - EMT</td>
</tr>
</tbody>
</table>

I Total Non-English Dominant: 60  II Total English Dominant: 60  II = II1 + II2  60  50  60  50  Total E-Dom  60  50  60  50  60  50

KEY:
- Non-English Mother Tongue
  - Example: a native Spanish speaker who uses Spanish in most contacts though he may know English
  - N-E Dom - N-EMT

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

- English Dominant
  - Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all other school work
  - E Dom - EMT

- Non-English Dominant
  - Example: a native Spanish speaking acculturated American who may or may not know a second lang.
  - INF.
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) FOMO</td>
<td>A3-30</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian</td>
<td>A 30</td>
<td>25%</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>E2 Puerto-Lican</td>
</tr>
<tr>
<td>E3 Cuban</td>
</tr>
<tr>
<td>D4 Other Spanish-American (specify)</td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
</tr>
</tbody>
</table>

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

| I TOTAL number of N-ENL target students | 60    | 50%                       |                        |

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

| E1 NS                                   | E1-60 | 50%                       |                        |
| E2                                       | E2    |                           |                        |

| II TOTAL number of ENL students other than target population | 60    | 50%                       |                        |

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

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant language of students in program</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
</tbody>
</table>

5.3 NS

5.4 NA
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>No.</th>
<th>%</th>
<th>5.3 NS</th>
<th>5.4 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 Mexican-American</td>
<td>21</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2 Puerto Rican</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3 Cuban</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4 Other Spanish-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td>70</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Portuguese-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Chinese-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Eskimo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I TOTAL number of N-ELT target students</td>
<td>60</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| NS | 60 | 50 |

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

<table>
<thead>
<tr>
<th>1-English</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Number of Homolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>English</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>American</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>POMO Indian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keresan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
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</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
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<tr>
<td>Eskimo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<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
2 - Only N-MIT are required to take program, EIT's participation
is voluntary
3 - Both EIT and N-MIT participation is voluntary

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

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

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

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

5.11 Proportion of migrant students in project
   (Indicate specific percent)
   n.s. - 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-MIT group
   II for EIT group
   I was made
   2 will be made
   0 not mentioned
   (home interview)

6.2 If a sociolinguistic survey was or will be made,
   mark all groups included:
   I N-MIT
   II EIT
   parents
   children
5.8 Community Characteristics (mark all that apply)
0 - not specified
1 - inner city-ghetto
2 - major city
3 - small city, town or suburb
4 - rural
5 - other (specify)

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

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

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

5.6 A. 25%
     B. NS

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
     I for ENIT group
     II for EN group
     (home interview)
     1 was made X---- ---- (home interview)
     2 will be made ---- ----
     0 not mentioned ---- ----

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

6.3 Language dominance of N-ENIT groups (check: A. parents, B. children, C. teachers)
     will be determined by the extent each language is used in different domains
     through various means of communication.
     e.g. specify extent descriptively: never, sometimes, always
     USE NON-ENGLISH LANG. USE ENGLISH
     A B C
     DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING
     Home X X X X
     Church X X X
     School X X X
     Work X
     Socializing
     Neighborhood
     film-TV-radio
     Magazines,news
     Others
     (specify)
6.4 If not included in survey, how was student's language dominance determined?

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

School record shows language code C p.36

6.5 Sociolinguistic Survey includes: (check all that apply)

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

1-yes  
0-no

Attitudes toward maintenance or shift:

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

1-yes  
0-no

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

1-yes  
0-no

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

1-yes  
0-no

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

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

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

0-not mentioned  

Assessment of Need: C p.8
6.6 N-EHT parents' attitudes toward maintenance of child's N-EHT in particular domains of use or complete shift to English
1-yes
0-no

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

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

6.9 If not included in survey how were parental and/or community attitudes toward N-EHT 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)

A-Nonlingual    B-Bilingual

| I E Dom.     | N
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N-EHT</td>
<td>N</td>
</tr>
<tr>
<td>II E Dom.</td>
<td>N</td>
</tr>
<tr>
<td>EMT</td>
<td>N</td>
</tr>
<tr>
<td>II I E Dom.</td>
<td>N</td>
</tr>
<tr>
<td>N-EHT</td>
<td>N</td>
</tr>
</tbody>
</table>

A Total Number  B Total Number
Monolingual     Bilingual
2               2

Total Number of Teachers
N 4 70 p.10
7.2 Linguistic background of project aides or paraprofessionals, by number:

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

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Mother tongue not specified</th>
<th>Not specified whether monolingual or bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Banolu 1gual</td>
<td>B Bilingual</td>
<td></td>
</tr>
<tr>
<td>I A</td>
<td>I B</td>
<td></td>
</tr>
<tr>
<td>II A</td>
<td>II B</td>
<td></td>
</tr>
<tr>
<td>II, A</td>
<td>II, B</td>
<td></td>
</tr>
</tbody>
</table>

"Staff will be hired from target groups" (Indian & Mexican-American)"I N-E Dom
I.F. p. 27 N-EMT
II E Dom
II E Dom
II N-EMT

<table>
<thead>
<tr>
<th></th>
<th>A Total Number</th>
<th>B Total Number</th>
<th>N Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Bilingual</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

7.3 Language(s) used by bilingual teachers:

(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

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

0-language(s) used by teachers not specified

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

(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1d-Not specified
7.3 Language(s) used by bilingual teachers: (Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

0-language(s) used by teachers not specified

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

1-Bilingual aides instruct in only one language

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

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

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

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

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

A. Teachers No. %
(Inf) Anglo 3 75
C 70, p. 14
Mexican-American 1 25

B. Aides No. %
Pomo Indian 50
Mexican-American 4 50

C. Proj. Director
Mexican-American 100

D. Evaluator(s) No. %
Anglo 2

0-not specified

(Compiled from C 70, pp. 28 & C 70, p. 5)
7.6 Selection of N-ELT teachers from local community

Number of N-ELT program teachers from local community and of total N-ELT teachers.

7.7 Number and proportion of teachers and aides of same cultural background as N-ELT students:

indicate specific percent on the blank, or if specified descriptively, C 70, p.14

A = teachers
B = aides
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training prior to project

(Indicate number of teachers with each qualification, 7.8 3, 4, if given)

1. Teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. Teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview
3. Previous teaching through N-ELT (in country where it is a native language, in Peace Corps)
4. Previous teaching in local area
5. Courses in N-ELT language structure and usage
6. Courses in N-E literature
7. Content (e.g. Social Studies) courses learned through N-ELT
8. Any previous education through N-ELT
9. Courses in teaching ESL
10. Courses in methods of teaching N-ELT language
11. Courses in methods of teaching content (e.g. math) in N-ELT
12. Certification in ESL
13. Certification in teaching N-ELT
14. Cross cultural courses
15. Courses in the cultural heritage, values, deep culture of N-ELT
16. Other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 The project is offering training for teachers and paraprofessionals in the following areas: Teachers professionals

Pre-service orientation course for aides--I.P. p.12
n.s.-Training indicated, but nature not specified, 1-English as their second language, 2-The teaching of English as a second language, 3-X as their second language, 4-The teaching of X as a second language.
7.8 Teacher Qualifications - Training 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
3._______previous teaching through N-EMT (in country where it is a native language, in Peace Corps)
4._______previous teaching in local area
5._______courses in N-EMT language structure and usage
6._______courses in N-E literature
7._______content (e.g. Social Studies) courses learned through N-EMT
8._______any previous education through N-EMT
9._______courses in teaching ESL
10._______courses in methods of teaching N-EMT language
11._______courses in methods of teaching content (e.g. math) in N-EMT
12._______certification in ESL
13._______certification in teaching N-EMT
14._______cross cultural courses
15._______courses in the cultural heritage, values, deep culture of N-EMT
16._______other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A NS

B NS I.P. p.13

8.1 The project is offering training for teachers for Para- and/or support professionals in the following areas: Teachers, professionals

Pre-service orientation course for aides--I.P. p.12

n.s.-Training indicated, but nature not specified
1._______English as their second language
2._______The teaching of English as a second language
3._______as their second language
4._______The teaching of X as a second language
5._______Methods of teaching other academic subjects
6._______Methods of teaching other academic subjects in X language

8.2 Stated goals of teacher training are:

1._______Understanding of socio-cultural values and practices of X X
2._______Cross-cultural training X X
3._______Sensitivity to ethnocentrism and linguistic snobbery X X
4._______Awareness of the social-emotional development of X X
5._______Strategies for accommodating the different learning styles of Indian & Mexican-American children X X
6._______Strategies for cognitive development of X X
7._______Strategies for reinforcing the self-esteem of X X
8._______Methods of cross-cultural teaching or teaching the bicultural component X X
9._______Formation of pupil performance objectives X X
10._______Methods of evaluation of pupil performance objectives X X

List specific courses if given (or Xerox and attach)
8.3 Methods of Teacher Training: (Mark all that apply)

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
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 bicultural component
6. Liaison with parents

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

1. Bilingual
2. Bicultural
3. N-ELT (specify background)

8.9 Training is provided:

1. During a summer session
2. During the academic year
3. Other (specify)

8.10 Extent of training:

A. Approximately equivalent to a college course
B. More than one course
C. Less than one course
D. Other (specify)

8.11 Number and proportion of teachers attending training:

1. At least 6 months
2. 1-2 months
3. 3-4 months
4. 5-6 months
5. 7-8 months
6. Not specified

8.12 Number and proportion of teachers giving teacher training who are:

1. Bilingual
2. Bicultural
3. N-ELT (specify background)
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned

How? (specify) ____________________________________________________________

8.6 Paraprofessional's role:
1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bilingual component
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by:
(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)

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

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

8.10 Extent of training:
A-approximately equivalent to a college course
B-(indicate no. of hours)
1-5 weekly (pre-service) 6-
2-more than one course 7-monthly course for aides
3-less than one course I.P. p.12
4-other (specify)

8.11 Number and Proportion of teachers attending training:
or: if specified descriptively, indicate:
0-not specified
1-100%
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)
0-not mentioned
1-to N-EMT language or dialect
2-to N-EMT students - expectations of achievement
3-to N-EMT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) ____________________________________________________________
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)

- 0-not specified
- 1-team teaching
- 2-cluster teaching
- 3-shared resource teacher
- 4-other (specify) ______________

10.2 Staff:

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

10.3 Average number of pupils per class:

0-not specified

10.4 Average number of aides or paraprofessionals per class:

0-not specified

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

0-not specified

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

1-individually by: 3-teacher
2-in small groups 4-special remedial teacher
0-not specified 5-paraprofessional

6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

I II II

N-MIT language will be maintained in program: X X X
(mark all that apply) E DOH E DOH E DOH
N MNT EMT N MNT
0-not specified how long
1-as the alternative language of learning for as long as desired
X X X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)

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

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

0-not mentioned

I 2 3 4 5 6 7 8 9 10
10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.5 Average number of N-ENL or bilingual aides (or paraprofessionals) per class:
0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)  I II II

| N-ENL language will be maintained in program: | IE DOH E DOH E DOH |
| mark all that apply | NMT EMT NMT |
| 0-not specified how long | X X X |
| 1-as the alternative language of learning | |
| for as long as desired | |
| 2-as the medium of instruction for special subject matter (e.g. cultural heritage) | |
| 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English | 11.1 I |

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

if for a particular number of years:
1 2 3 4 5 6 7 8 9 10

(if specified in terms of a condition, please state it - e.g., "if a child begins learning in N-ENL and English in Pre-K, N-ENL 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:

| code: O = N.A. (if no ENL) 14 |
| 14 |

| for each group: N.A. Pre-K 1 2 3 4 5 6 7 8 9 10 11 12 |
| I N-B DOH | |
| II E DOM | |
| II E DOM/MENT | |

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

| code: O = N.A. (if no ENL) 14 |
| 14 |

| for each group: N.A. Pre-K 1 2 3 4 5 6 7 8 9 10 11 12 |
| I N-B DOH | |
| II E DOM | |
| II E DOM/MENT | |
5. Objectives

The objectives of the program fall into two categories: academic and social-psychological. Both components have as a goal the eradication of cultural barriers. A sense of their own and others' personal worth and an appreciation of both their own and another culture are our aims for each child. In the case of the Mexican-American-Anglo component this extends further to the growing ability to understand and speak the language of the other culture.

Throughout this planning year we have been operating with two educational biases. The first is a commitment of individualized instruction, to reach each child where he is and work from there, emphasizing personal growth and development rather than comparing achievement to others in the class. The second bias is a belief in the fundamental importance of language arts to all mental development. The growth of children's ability to think is intimately related to their ability to use language. As children gain control of words they are able to move into a world of ideas and meanings and they are able to express more adequately their attitudes and feelings. We believe that experiences and materials which can stimulate children to think analytically, critically, creatively and intuitively are mandatory elements of an individualized curriculum.
A. Kindergarten

For both Kindergarten classes there will be a strong reading readiness program and extensive work on developing motor competencies. Revell C. Kephart's book, The "Slow Learner in the Classroom," reports about the many experiments which demonstrate how intimately connected motor control is to mental skills. We feel this may be of especial value for the Native-American component, for although we have found no verifiable research on the matter, some of our Kindergarten teachers have noted that the Indian children often are less skillful in muscular coordination than other children their same age. We have utilized the Santa Clara Inventory of Developmental Tasks and the Frostig materials as well as Kephart in developing the Kindergarten program. In the Mexican-American kindergarten early familiarity with the sounds of both languages will be provided, especially through the use of songs and games, and the children will be encouraged to teach each other through the structuring of situations where this will occur naturally.

1) Specific Academic Objectives for the Native-American Component

a. Be able to speak in complete sentences.
b. Tell a short story from personal experience or as suggested by a picture.
c. Recognize the eight basic colors by name in both English and Pomo.
d. Read and write the numbers to ten.
e. Count to thirty in English; to ten in Pomo.
f. Know the four basic geometric shapes and be able to discriminate between different sizes.
g. Know the elementary facts about Pomo Indian life in this area before the advent of the white settlers, and a few phrases and words in the Pomo language.

2) Specific Academic Objectives for the Mexican-American Component

a. Be able to speak in complete sentences in their first language.
b. Tell a short story from personal experience or pictures in their first language.
c. Understand simple classroom directions in both languages.
d. Recognize the eight basic colors by name in both languages.
e. Read and write the numbers to ten.

For children in the Mexican-American component whose first language is Spanish, reading readiness activities will be given in the language. Where children are fluent in both languages, parents will be asked which language they prefer their child to learn to read first. In borderline cases or where a child is not fluent in either language, preference will be given to Spanish unless the parents prefer it otherwise.
f. Count to ten in both languages, to thirty in their first language.

g. Know the four basic geometric shapes in both languages and be able to distinguish different sizes.

In both components work will be done with the alphabet and letter sounds, beginning, ending, and rhyming, but these are not to be an expected accomplishment at the Kindergarten level.

3) Specific Motor Objectives for both Components

a. Use of tools: scissors, paint brush, crayons, pencil, hammer, saw, vise and drill.

b. Skills: jump, skip, hop, gallop

   walk the balance beam
   bounce and catch a ball
   step over a board without knocking it down
   jump rope
   turn a somersault

4) Social Objectives for both Components

a. Understands and follows directions

b. Completes tasks and puts materials away

c. Observes rules of the room

d. Can be self-directing

e. Respects rights of others e. g. wait their turn

f. Participates in class discussions

g. Shares experiences with the group

3. First Grade (Mexican-American component only)

1) Academic Objectives

Children will be taught to read and write in their first language. The second language will be introduced in written form only after verbal competency is obtained. The decision as to which language should be taught in cases where there is no pronounced difference in speaking ability will be made in consultation with the parents as discussed in the section on the Kindergarten.

Our goal is to develop each child's ability to express himself, to listen and comprehend, and to enjoy reading.

Specific goals are for each child:

a) to be reading at first grade level in his first language
b) to be able to understand simple sentences in his second language
c) respond in simple conversational situations in his second language.
d) to be able to write the alphabet in manuscript, lower and upper case, in the first language.
e) be performing at grade level in mathematics and science.
f) be able to keep time to music and differentiate simple rhythmic differences.

2) Motor Skills
A program of progressive body control will be taught. By the end of the year students will be expected to be able to:

a) walk the balance beam, forward, backward and sideways.
b) Turn forward and backward somersaults.
c) Skip rope individually.
d) Jump rope when turned by others and adjust to changes in tempo.
e) Climb a rope.
f) Demonstrate ability to use workshop tools safely and correctly.

3) Social-psychological Goals
a) A sense of personal worth on the part of each youngster.
b) An acceptance on the part of each child that school is a place of interest where he can be happy, share his ideas and experiences, and learn new things.

C. Sixth Grade (Native-American only)

1) Academic Goals
a) Children will have increased their ability to read with understanding and present ideas derived from their reading both orally and in written form.
b) Children will be performing at their grade level or closer to it than at the beginning of the year in mathematics, science, and social science.
c) Both Native-American and Anglo children will demonstrate a knowledge and appreciation of Pomo Indian culture and more broadly, an understanding of man's relationship to his environment.

*This is a legitimate project goal since a major raison d'être of the total Bilingual Program is to counter the historic tendency of minority children to fall further and further behind their classmates. However, the flavor the goal connotes is not consonant with our working hypothesis that children will be guided in their development at their own natural pace so that there will be no gaps in their learning experiences and all will have the satisfaction of progressing.*
11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code: (if no EMT) mentioned: 1-3 4-6 7-9 10-12 13-college training

14 Voc. 11.4 1 4
14 Federal, State, or Private Vocational Job training 11.4 1 4

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

code: no EMT specified: 1 2 3 4 5 6 7 8 9 10 11 12

II EMT: 11.5 II 6
III N-EMT Dom: 11.5 II 6

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

code: not specified: 1 2 3 4 5 6 7 8 9 10 11 12

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Min. per day of instruction</th>
<th>Total Min. per day of instruction through N-EMT</th>
<th>Subjects taught in native lang. through N-EMT</th>
<th>% of time per day of instruction through N-EMT</th>
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11.8 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified

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<th>Grade</th>
<th>Min. per day of instruction</th>
<th>Total Min. per day of instruction through N-EMT</th>
<th>Subjects taught in native lang. through N-EMT</th>
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### 11.5 Second language learning for English dominant students is projected through grade:

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

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

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<th>Grade</th>
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### 11.8 Code:

- O = not specified
- M = math
- S = science
- SS = social studies

### 11.9 Subjects taught in native language:

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<tr>
<th>Grade</th>
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</table>

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

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<tr>
<th>Grade</th>
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### 11.11 Subjects taught through N-EN/IE:

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### 11.12 % of time per day of instruction through N-EN/IE:

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</table>
11.13 1-Program is one non-English Mother Tongue students (including N-English dominant). English
mother tongue students do not receive instruction in a second language.
0-no English mother tongue students
2-Both EMT and N-EMT students receive Second Language Instruction.

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 IIT students

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total min. per day of instruction</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-EMT</th>
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</table>

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

0-not specified "Language will be taught in a mixed situation".
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-EMT pupils.
8-other (summarize)
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-MT pupils.
8-other (summarize)

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.
Teaching Methodology and Procedure

Kindergarten

1. In the Mexican-American component class the opening exercises will be conducted in Spanish and English on alternate days and simple classroom formalities and directions will be given in the language-of-the-day, so that all children will soon respond to "Buenos días", "everybody please sit down," "Hora de jugar", "clean-up time", etc.

2. In this component's class, songs, dances and musical games in both languages will be extensively employed to allow children repeated opportunity both to hear and voice the sounds of their second language. We see this as a good way to integrate the two language teaching groups in joint activities.

3. For both components there will be a daily period of from five to fifteen minutes of motor-perceptual activities that will fulfill and supplement the physical education program. It will begin at a very basic level and develop in a structured manner. Emphasis will be on individual improvement rather than competition. The activities are set up so that as the children are developing greater physical coordination, they are also reinforcing their learning of colors, shapes and sizes.
1. In both components, the Inventory of Developmental Tasks compiled by the Santa Clara School District and Frontier exercises will be used to develop motor coordination in drawing and writing, and will be a part of the daily program.

2. Tasks and stories used will be pertinent to the component concerned. For the Mexican-American class, dual language editions will be utilized. Hearing stories and fairy tales translated from the other language into their own will introduce the children of each culture to the background of the other.

3. For the Native-American class, books and stories will be made from Pomo myths for use at this level to supplement the regular readings and again provide a basis for knowing more about the cultural background of some of the students.

4. In the Mexican-American classroom we will be teaching in both languages as much as possible, since true bi-lingualism is our goal. Language will be taught in a mixed situation, everyone learning both Spanish and English. Parallel language lesson plans and patterns of teaching developed by the State of Michigan Department of Education for Bilingual Curriculum will be used as a base plan. Other subjects will be taught in both languages as much as possible.

5. Aides will make out monthly evaluation sheets for each child. This will include a tape recording of their proficiency as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.

6. We want to reinforce and foster the natural openness, responsiveness and imagination of children at this age level, so we will utilize props and participation techniques such as finger plays, open-ended story telling, pets, dramatization, show-and-tell, etc. with situations and pictures to encourage self expression. Working in small groups will also offer opportunities for more children to speak and for those who are shy to feel less on public display.

7. In the latter part of the year the language master and tape recorders will be used in further reading readiness activities.

8. Various walks and field trips are planned to tie in with classroom activities and discussion.

9. Celebrations in Pomo and Mexican culture will be made a part of the lesson structure in addition to the attention now given to American holidays. Where the two relate, explanations will be oriented to showing that each culture offers valid ways of looking at similar phenomenon.

10. The classroom will be arranged informally, with activity areas and enough open space to allow for flexible arrangement. Activity areas will include library table; woodworking bench; painting corner; table for puzzles, beads, crafts; a corner for make-believe with costumes and props for house-keeping; and a building block section.
First Grade (Mexican-American component only)

1. Academic Area

   a) It is planned to bring the special techniques usually limited to reading clinics used into the classroom: language masters, tape recordings, the Sullivan Series, etc.

   b) There will be a daily read-aloud time with discussion following for groups in each language. Materials read will include items geared to fill in the common cultural gap that Mexican-American children so often reveal regarding stories "all children are familiar with". By the end of the year children will be read simple books in their second language as well, with the discussion still conducted in their first language if necessary.

   c) Each-teach games will be utilized for English and Spanish speaking pairs, as we plan to have the children teach each other and also help devise and refine ways in which this can be done effectively.

   d) Each of the first graders will be "tutored" by a sixth grader. The older student's role is seen as similar to a "buddy" and the program will be planned in such a way that Mexican-Americans and Anglos are tutored by a child with an other cultural background.

   e) To a great extent as possible children will encouraged to progress at their own pace. With two aides working with each teacher it will be possible to give more individualized attention than usual.

   f) As in the Kindergarten aides will make out monthly evaluation sheets for each child. This will include a tape recording of their proficiency, as measured by vocabulary, articulation and fluency, in their first language and where pertinent, in their second language, so that we can have a measure of how each child is progressing.

   g) As in the case of the Mexican-American kindergarten, the opening exercises and classroom business will be conducted in alternate languages each day.

   h) There will likewise be extensive use of songs, games and dances in both languages in which all children can participate from the very start.

   i) Mathematics instruction will be given in small groups in the children's first language. Initially this will also be true of science and social studies. Later in the year weekly units in these two areas will be presented, two days in Spanish, two days in English, with the children meeting in small groups.
the fifth day for participative review in their first language.

j) The classroom will be arranged as described for the kindergarten, with activity areas set up to allow for flexible utilization of the space.

h) Also as discussed in the kindergarten section, holidays or seasonal celebrations from the Mexican-American and Pomo cultures will be included in the instructional program, with cross cultural similarities pointed up.

Social Psychological Area

We will attempt to meet the need for enhanced self-esteem on the part of some of our youngsters by:

a) Structuring activities to provide repeated opportunities for success and minimize failures.

b) Help them develop self-confidence in their ability to express themselves by offering many chances for verbal participation in small groups, to record and listen to themselves on tape and to work with instant replay TV.

c) Demonstrate the worthiness of all ethnic backgrounds by our appreciative study of them.
2a-Inductive - generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

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

3-Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-11* Language Skills Sequence
(#Audiolingual Method: listening, speaking, reading and writing)

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

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

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

13.1 IB 1 2 3
   IIB 1 2

13.2 IA 1 2 3
   IIB 1 2 3
   IIA 1 2 3
   C 70, p.16
to negative; declarative to interrogative, active to passive.

Grammar - Translation Method

DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

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

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

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

X = pre-requisite

13.1 IB 1, 4
13.2 IA 1, 2, 3
13.3 IA 1, 2
13.4 IB 1, 2
13.5 Reading is introduced:
A-individually, when child is ready
or at a specific time during grade: $\text{X}$
1 2 3

13.6 Reading readiness is determined by:
1-test of reading readiness $\text{X}$
2-informal teacher assessment $\text{X}$

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

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

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.

I = N-E II = E

dom dom
students students
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)

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

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

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

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

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

6-not specified  
7-other (specify)
15.0 TREATMENT OF CHILD'S LANGUAGE:

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

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

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

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

16.3 The following are techniques and materials used for second language learning:
0—none specified
1-pattern drills
2-dialog memorization
3-choral repetition
4-songs
5-programmed instruction
6-stories read to children

AUDIO VISUAL AIDS
16.0 MATERIALS

16.1 Reading Materials - Types
Reading Materials are: (mark all that apply)
1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)
2-Basal readers
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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-flannel or magnetic 
boards
9-realsia, graphic displays
10-records, tapes
11-listening centers
12-multi-media approach

Experiential:
13-role playing
14-puppetry
15-experience charts
16-primary typewriter
17-learning through direct experience
with materials e.g. Montessori
18-activity centers-chosen by child
19-other (specify)

Learning outside the classroom:
20-field trips
21-suggested TV programs
22-other (specify)
23-Dramatic play, games
24-Classroom newspaper-6th grade
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-NET community
7-are culturally appropriate for N-E culture
   (specify how this is determined) Indian Cultural Committee
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)

16.5 The specific bilingual/bicultural materials used in the language

(component are:

0-not specified
1-xerox attached-page and document C 70, pp. 24, 25, 26 see xerox 15 a-c.

17.0 STUDENT GROUPING

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

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

17.2 Students are grouped for language instruction:

(mark all that apply)

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

X Dom. Lang. Groups

X

17.3 Criteria for grouping:

0-not specified
1-by age

Students

I Non Eng II Eng dom III Eng dom

dom RT NET

17.3I 3
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document C 70, pp. 24, 25, 26 see xerox 15 a-c

17.0 STUDENT GROUPING

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

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

17.2 Students are grouped for language instruction: (mark all that apply)

0-not specified
1-total class
2-small groups (specify size) X Dom. Lang. Groups
3-individual instruction

17.3 Criteria for grouping:

0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency (ex. level of reading skill)
5-by parental choice

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

0-not mentioned
1-inter-ethnic (N-ENT student tutors EMT students)
2-intra-ethnic (N-ENT student tutors N-ENT)
3-done by older children (cross age) 6th graders
4-done by peers (same age)
5-other (specify)

18.2 Paraprofessionals or aides give tutoring or instruction as follows:

0-area not specified
1-inter-ethnic (N-ENT aide tutors EMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
Question 26.5 Materials

with the following additions:

Language:

ECOL. Guide: Kindergarten

and

Spanish Guide: Kindergarten


Language Arts

Frostig Motor Perceptual Exercises

Pre-Reading Skills, Ginn and Co., Supplemental State Series.

Readiness in Language Arts, Sullivan Associates, Behavioral Research Laboratories, Palo Alto, California

Visual Motor Forms, Winter, Haven Lions Research Foundation, Inc.

Mathematics


Learning to Think Series, Science Research Associates: Chicago.

Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish as either dual language editions or translations from English where this is possible.

For the Native-American Component, myths are being written and illustrated for use at this level.

Other

Various duplicating workbooks of readiness work in phonics, numbers, alphabet, etc.

II. First Grade

Texts used will be regularly supplied California State Series

the following additions or replacements:
Language


Miami Linguistic Series, State Series, Supplemental Texts Primers in Spanish from Mexican and Puerto Rican school systems.

Language Arts

Frostig Motor Perceptual Exercises


Mathematics


These will replace the regular state texts. We will use texts, duplicating workbooks, and teacher's edition.

Learning to Think Series, Science Research Associates

Story Books

Titles in English are available from the school and county libraries. Additional books will be bought by the project in Spanish as either dual language editions or translations of English editions where possible.

Bowmar Early Childhood Series from the state will be supplemented by the Spanish versions.

Other

Various duplicating workbooks of phonics, reading readiness, alphabet, social studies, and art work.

III. Fifth-Sixth Grade

State Series texts will be used with the following additions:

Pomo Indian Culture

Vinson Brown, Pomo Indians of California and their Neighbors,
Naturegraph Publishers, Healdsburg, California
Especially rewritten for this class

Marcello Masson, A Bag of Bones, Naturegraph Publishers, Healdsburg, California


Other

Various myths and stories are being rewritten and illustrated for use in the program.

Additional reference and library books are being bought about Indian heritage in general and its relation to other American cultures (Mexican, Latin American).


### B. Equipment

<table>
<thead>
<tr>
<th>Items</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape recorders</td>
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<tr>
<td>cassette players</td>
<td>5</td>
</tr>
<tr>
<td>cassette recorders</td>
<td>1</td>
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<tr>
<td>&quot;Language Master&quot;</td>
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<td>cassette tapes</td>
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<td>blank cards, Language Master</td>
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<td>Video Tapes : ¾ minute</td>
<td>10</td>
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<tr>
<td>Headsets &amp; Accessories</td>
<td>16</td>
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<td>Photographic Materials</td>
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<tr>
<td>Instamatic cameras</td>
<td>4</td>
</tr>
<tr>
<td>film B &amp; W</td>
<td>20</td>
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<tr>
<td>Motor-perceptual training Materials-</td>
<td>1</td>
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<tr>
<td>balance beam, hoops, rope, mats, etc.</td>
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<td>Primary typewriter, Spanish</td>
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<tr>
<td>Typewriter, Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Typewriter, portable English</td>
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<tr>
<td>Projection screens</td>
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<tr>
<td>Maps</td>
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<tr>
<td>(Mexico, World, California)</td>
<td>5</td>
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<tr>
<td>Work Benches</td>
<td>3 sets</td>
</tr>
<tr>
<td>Aquarium - terrarium</td>
<td>3</td>
</tr>
</tbody>
</table>
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 see Verox p. 16
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-amon-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 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
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-MT 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)
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3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

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

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

A. A curriculum planning committee will be formed in October, drawing teachers from the relevant grades to help us plan:
   a) A second grade program for the Mexican-American component
   b) A first-second grade program for the Native-American component
   c) Junior High school courses.

These latter will be an outgrowth of our fifth-sixth grade program for the Native-American component but will be of special interest to seventh and eighth graders of Mexican-American descent and Anglos as well.

B. Dr. Eero Vihman will develop materials on the Pomo Culture, History, and Language program, continuing the work he began toward the end of the planning year.
21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:

- no-self-esteem not mentioned as an objective
- self-esteem is an objective but methods not specified

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

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

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
    (specify or xerox)

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

22.0"The rationale for introducing the program at the 5th-6th grade level rather than in the two earlier grades is..."
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)

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0-none mentioned

C 70, p.13--"The rationale for introducing the program at the 5th-6th grade level rather than in the two earliest grades is that this is a decisive period for this group of children. The drop-out of students after the 6th grade is pronounced. Apparently at puberty, racial identification often becomes a matter of personal consequence, as they find themselves redefined by some of their Anglo peers...it was decided that the immediately pre-pubertal age group should therefore be dealt with from the very start."

23.0 BICULTURAL COMPONENT

23.1 This program is:
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox) found in document page NS, page NS.
O-not mentioned

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

23.4 In the bicultural component knowledge of the N-ENT culture involves (max: all that apply):
O-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-ENT or ENT
8-Other (specify)

#1. "Celebrations in Pomo and Mexican cultures" C 70, p.20

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

23.5 Since both Anglo & "native" Americans are discussed
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-EET culture involves (max: 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-EET or ZIT
8-Other (specify)

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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
no-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
no-ethnic studies library not mentioned

23.3 NS
23.4 1,2,3,6
23.5 2

since both Anglo & "native" Americans are discussed
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
- AVs sent to mass media.
- If articles included with project, check 4
- bilingual fliers sent home
- Formal meetings
- Informal meetings open to entire community
- Meetings conducted in both languages
- Home visits
- Other (specify) "pot-luck" dinner

11 project director personally involved in program dissemination. Specify how

10 liaison

17 college courses

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

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) "pot-luck" dinner
- Method not specified

24.6 The school is open to the community through:

- Not mentioned
- School is not open to community for community use
24.4 Community involvement in the formulation of school policies and programs is sought through:
0-type not specified
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetings open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

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

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

25.0 IMPACT EVALUATION

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