This content analysis schedule for the Lubbock Independent School Program of Lubbock, Texas, 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. Inserts include information on instructional materials and resources for materials.
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>Interim evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-audit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interim audit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final audit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although Project Director checked items on the first four pages of Content Analysis Schedule, the rest of the schedule had no corrections or additional information when it was returned from the project.

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

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.
CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>Project Number</td>
<td>1</td>
</tr>
<tr>
<td>0.2</td>
<td>Name of Project</td>
<td>1</td>
</tr>
<tr>
<td>0.3</td>
<td>Address of Project (number and street)</td>
<td>1</td>
</tr>
<tr>
<td>0.4</td>
<td>City and State of Project</td>
<td>1</td>
</tr>
<tr>
<td>0.5</td>
<td>State (checklist)</td>
<td>1</td>
</tr>
<tr>
<td>1.0</td>
<td>PROJECT HISTORY, FUNDING AND SCOPE</td>
<td>1</td>
</tr>
<tr>
<td>1.1</td>
<td>Year Project Began under Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.0</td>
<td>FUNDING</td>
<td>1</td>
</tr>
<tr>
<td>2.1</td>
<td>Funding of Bilingual Program, Prior to Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.2</td>
<td>Year Prior Funding Began</td>
<td>1</td>
</tr>
<tr>
<td>2.3</td>
<td>Student Level (Elementary or Secondary) in Prior Bilingual Program</td>
<td>1</td>
</tr>
<tr>
<td>2.4</td>
<td>Source of Prior Bilingual Program Funding</td>
<td>1</td>
</tr>
<tr>
<td>2.5</td>
<td>Concurrent Funding of Program(s) if Cooperating with Title VII Program</td>
<td>1</td>
</tr>
<tr>
<td>2.6</td>
<td>Student Level (Elementary or Secondary) Involved in Concurrent Program</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cooperating with Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.7</td>
<td>Source of Concurrent Funding</td>
<td>1</td>
</tr>
<tr>
<td>2.8</td>
<td>Total Title VII Grant (first year)</td>
<td>1</td>
</tr>
<tr>
<td>3.0</td>
<td>UNIVERSITY Involvement with Project</td>
<td>1</td>
</tr>
<tr>
<td>4.0</td>
<td>SCOPE OF PROJECT</td>
<td>1</td>
</tr>
<tr>
<td>4.1</td>
<td>Number of Schools Involved</td>
<td>2</td>
</tr>
<tr>
<td>4.2</td>
<td>Students - total number</td>
<td>2</td>
</tr>
<tr>
<td>4.3</td>
<td>Students - grade level, number of classes, and number of students by grouped grade levels</td>
<td>2</td>
</tr>
<tr>
<td>4.4</td>
<td>Non-graded classes</td>
<td>2</td>
</tr>
<tr>
<td>5.0</td>
<td>PROCESS VARIABLES</td>
<td>2</td>
</tr>
<tr>
<td>5.1</td>
<td>Students' Dominant and Native Language and Cultural Affiliation (chart)</td>
<td>2</td>
</tr>
<tr>
<td>5.2</td>
<td>Cultural or Ethnic Identification of Target Students</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td>Ethnic Identity of English Mother Tongue Students</td>
<td>3</td>
</tr>
<tr>
<td>5.4</td>
<td>Students' Native Language if Different from Dominant Language</td>
<td>3</td>
</tr>
<tr>
<td>5.5</td>
<td>Students' Dominant Language and Extent of Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>5.6</td>
<td>Recruitment of Students</td>
<td>4</td>
</tr>
<tr>
<td>5.7</td>
<td>Proportion of EMT Pupils in Project Area</td>
<td>4</td>
</tr>
<tr>
<td>5.8</td>
<td>Community Characteristics</td>
<td>4</td>
</tr>
<tr>
<td>5.9</td>
<td>Socio-Economic Status of N-EMT Participating Students</td>
<td>4</td>
</tr>
<tr>
<td>5.10</td>
<td>Socio-Economic Status of EMT Participating Students</td>
<td>4</td>
</tr>
<tr>
<td>5.11</td>
<td>Proportion of Migrant Students in Project</td>
<td>4</td>
</tr>
<tr>
<td>6.0</td>
<td>SOCIOLINGUISTIC SURVEY</td>
<td>4</td>
</tr>
<tr>
<td>6.1</td>
<td>Existence of Survey</td>
<td>4</td>
</tr>
<tr>
<td>6.2</td>
<td>Groups Included in Survey</td>
<td>4</td>
</tr>
</tbody>
</table>
PROJECT HISTORY, FUNDING AND SCOPE

1.0

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
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

PROCESS VARIABLES

5.0 STUDENTS (sociolinguistic)

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
5.4 Students' Native Language if Different from Dominant Language
5.5 Students' Dominant Language and Extent of Bilingualism
5.6 Recruitment of Students
5.7 Proportion of EMT Pupils in Project Area
5.8 Community Characteristics
5.9 Socio-Economic Status of N-EMT Participating Students
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
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.10 Extent of Training</td>
<td></td>
</tr>
<tr>
<td>8.11 Proportion of Teachers Attending Training</td>
<td>8</td>
</tr>
<tr>
<td>9.0 TEACHERS' ATTITUDES</td>
<td></td>
</tr>
<tr>
<td>9.1 Assessment of Teachers' Attitudes</td>
<td>8</td>
</tr>
<tr>
<td>10.0 STAFF PATTERNS</td>
<td></td>
</tr>
<tr>
<td>10.1 Kinds of Staff Patterns</td>
<td>9</td>
</tr>
<tr>
<td>10.2 Staff</td>
<td>9</td>
</tr>
<tr>
<td>10.3 Pupils per Class</td>
<td>9</td>
</tr>
<tr>
<td>10.4 Aides/Paraprofessionals per Class</td>
<td>9</td>
</tr>
<tr>
<td>10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class</td>
<td>9</td>
</tr>
<tr>
<td>10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning</td>
<td>9</td>
</tr>
<tr>
<td>11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT</td>
<td>10</td>
</tr>
<tr>
<td>11.1 Duration of Bilingual Education (Policy)</td>
<td></td>
</tr>
<tr>
<td>11.2 Projected Duration of Project Instruction through N-EMT Language (in years)</td>
<td>9</td>
</tr>
<tr>
<td>11.3 Grade When Second Language Learning Is Introduced</td>
<td>9</td>
</tr>
<tr>
<td>11.4 Projected Linking of Current Project to Future Bilingual Program</td>
<td></td>
</tr>
<tr>
<td>11.5 Projected Duration of Second Language Learning for English Dominant Students</td>
<td>10</td>
</tr>
<tr>
<td>11.6 Projected Duration of Learning in Native Language for N-E Dominant Students</td>
<td>10</td>
</tr>
<tr>
<td>11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant</td>
<td>10</td>
</tr>
<tr>
<td>11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant</td>
<td>10</td>
</tr>
<tr>
<td>11.13 Program Type - One Way</td>
<td></td>
</tr>
<tr>
<td>11.14 - 11.16 Instructional Time in and through Second Language for EMT Students</td>
<td>11</td>
</tr>
<tr>
<td>11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom</td>
<td>11</td>
</tr>
<tr>
<td>12.0 METHODS OF SECOND LANGUAGE TEACHING</td>
<td></td>
</tr>
<tr>
<td>13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE</td>
<td></td>
</tr>
<tr>
<td>13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages</td>
<td>12</td>
</tr>
<tr>
<td>13.2 Relation of Reading and Writing to Listening, Speaking</td>
<td>12</td>
</tr>
<tr>
<td>13.3 Determination of Listening, Speaking Proficiency</td>
<td>12</td>
</tr>
<tr>
<td>13.4 Relationship of Learning Native and Second Language Reading Skills</td>
<td>12</td>
</tr>
<tr>
<td>13.5 Period Reading Is Introduced</td>
<td>13</td>
</tr>
<tr>
<td>13.6 Determination of Reading Readiness</td>
<td>13</td>
</tr>
<tr>
<td>13.7 Projected Grade for Grade Level Reading in Dominant and Second Language</td>
<td>13</td>
</tr>
<tr>
<td>13.8 Projected Grade for Grade Level Academic Achievement in Second Language</td>
<td>13</td>
</tr>
<tr>
<td>14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING</td>
<td></td>
</tr>
<tr>
<td>15.0 TREATMENT OF CHILD'S LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>16.0 MATERIALS</td>
<td></td>
</tr>
<tr>
<td>16.1 Reading Materials - Types</td>
<td>14</td>
</tr>
<tr>
<td>16.2 Reading Material in Child's Dialect</td>
<td>14</td>
</tr>
<tr>
<td>16.3 Materials and Techniques for Second Language Learning</td>
<td>14</td>
</tr>
<tr>
<td>16.4 Sources of Materials in Language other than English</td>
<td>15</td>
</tr>
<tr>
<td>16.5 Specific Bilingual/Bicultural Materials Used</td>
<td>15</td>
</tr>
<tr>
<td>17.0 STUDENT GROUPING</td>
<td></td>
</tr>
<tr>
<td>17.1 Mixed or Separated by Dominant Language</td>
<td>15</td>
</tr>
<tr>
<td>17.2 Size of Groups</td>
<td>15</td>
</tr>
<tr>
<td>17.3 Criteria for Grouping</td>
<td>15</td>
</tr>
<tr>
<td>18.0 TUTORING</td>
<td></td>
</tr>
<tr>
<td>18.1 Student Tutoring</td>
<td>15</td>
</tr>
<tr>
<td>18.2 Paraprofessional Tutoring</td>
<td>15</td>
</tr>
<tr>
<td>18.3 Parent Tutoring</td>
<td>16</td>
</tr>
<tr>
<td>18.4 Training of Parent Tutors</td>
<td>16</td>
</tr>
<tr>
<td>19.0 CURRICULUM PATTERNS</td>
<td></td>
</tr>
<tr>
<td>20.0 COGNITIVE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>20.1 In Early Childhood</td>
<td>16</td>
</tr>
</tbody>
</table>
bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess Date 6/30/71

0.2 Name of Project Bilingual Elementary Education Program
0.3 Address of Project Lubbock Independent School Program
0.4 1628 19th Street
Lubbock, Texas 79411

.05 STATE
1-Alaska 11-Louisiana 21-Oklahoma
2-Arizona 12-Maine 22-Oregon
3-California 13-Massachusetts 23-Pennsylvania
4-Colorado 14-Michigan 24-Jode 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. 97 - 1968
Project No. 07 - 1970
No. 17 - 1971

2.0 FUNDING (Mark all that apply)
2.1 1-Any prior funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.2 Year prior funding began

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

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

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

2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project began under Title VII:
   see Project No.
   Year

2.0 FUNDING (Mark all that apply)
2.1 Any prior funding of BILINGUAL program, if Title VII continues or expands that program
   0-no prior funding mentioned

2.2 Year prior funding began

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

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

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

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

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

2.8 Total Title VII grant (first year only)
   0

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)
   0

3.0 If a UNIVERSITY is working with the Title VII program, specify which:
   0-none
   Texas Tech University
4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
   1-one
   2-two
   3-three
   4-four
   5-five
   6-other
   0-not specified

4.2 Total number of students in program:
   A. First year
   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>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>5</td>
</tr>
<tr>
<td>K-Kndgtn</td>
<td>100 TOTAL NO. students PS and K</td>
</tr>
<tr>
<td>1-grade 1</td>
<td>5</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>10-10</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>11-11</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>12-12</td>
</tr>
<tr>
<td>5-grade 5</td>
<td></td>
</tr>
<tr>
<td>6-grade 6</td>
<td></td>
</tr>
<tr>
<td>A 135 TOTAL students gr. 1-6</td>
<td></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.)

1. Total Non-English Mother Tongue
   I. N-E Dom - NEIT
   II. E-Dom - NEIT
   Non-English Dominant: 203

2. Total English Mother-Tongue
   I. E-Dom - EIT
   II. E-Dom - EIT
   English Dominant: 32

Total E-Dom: 235
Number of Grade Classes

Grade Classes
PS-PreSchool
Kindergarten
PSK...
TOTAL students PS and X

Total number of students by grouped grade levels (by second year)

Number of 4.3 PSK

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-grade</td>
<td>5</td>
<td>10-grade</td>
<td>10</td>
</tr>
<tr>
<td>2-grade</td>
<td></td>
<td>11-grade</td>
<td>11</td>
</tr>
<tr>
<td>3-grade</td>
<td></td>
<td>12-grade</td>
<td>12</td>
</tr>
<tr>
<td>4-grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 135</td>
<td>TOTAL students gr. 1-6</td>
<td></td>
<td></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.)

1. Total Non-English Mother Tongue
2. Total English Mother Tongue

Non-English Dominant | English Dominant
---|---
I. N-E Dom - N-EMT | II. E-Dom - N-EMT

1 Total Non-English Dominant: 203
2 Total English Dominant: 32

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

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

Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all other school work.

Examples: 1) a native English speaking acculturated American who may or may not know a second language.
2) a native English speaking Mexican-American child who has a minimal receptive knowledge of Spanish but has a Latin culture affiliation.
### 5.2 Cultural or Ethnic identification of target students in program by number and % of each:

**Indigenous Americans:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Per Cent of Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Navajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Americans of other ethnic backgrounds:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Portuguese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Chinese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Eskimo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I TOTAL number of N-MIT target students**

<table>
<thead>
<tr>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.3</td>
<td>26%</td>
</tr>
</tbody>
</table>

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

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

**II TOTAL number of EIT students other than target population**

<table>
<thead>
<tr>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>14%</td>
</tr>
</tbody>
</table>

### 5.4 Students' native language or mother tongue if DIFFERENT from their 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 Nonlingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% not spec.</td>
<td>% not only listening speaking spec.</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>comprehension ability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>32 English</th>
<th>14%</th>
</tr>
</thead>
</table>
### 5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

<table>
<thead>
<tr>
<th>Ethnic Identity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American</td>
<td>B1</td>
<td>203</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>B2</td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td>B3</td>
<td></td>
</tr>
<tr>
<td>Other Spanish-American</td>
<td>B4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL No. of Spanish-speaking Americans</strong></td>
<td>B</td>
<td>203</td>
</tr>
<tr>
<td>Portuguese-American</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Franco-American</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>Chinese-American</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Eskimo</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>J</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL number of E-MIT target students</strong></td>
<td>I</td>
<td>203</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Percent</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</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 English</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>2.03 Spanish</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
</tr>
<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 No Other Tongue
Students are required to participate in a bilingual program
2 - Only N-EMT are required to participate
3 - Both EMT and N-EMT participation is voluntary
4 - Students are required to participate

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

5.8 Community Characteristics (mark all that apply)
(If more than one category, indicate percent for each)
1 - Inner city-ghetto, barrio
2 - Major city
3 - Small city, town or suburb
4 - Rural, farm
5 - Other (specify)

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

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

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

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

USE NON-ENGLISH LANG.
USE ENGLISH
5.8 Community Characteristics (mark all that apply)
   (% if more than one category, indicate percent for each)
   1 - inner city-ghetto, barrio 100%
   2 - major city
   3 - small city, town or suburb
   4 - rural, farm
   5 - other (specify)

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
   I for
   II for
   N-ENT group
   MT group
   1 was made
   2 will be made
   3 not mentioned

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

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

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

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

6.5 Sociolinguistic Survey ___ YES (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

Sociolinguistic survey includes items covering:

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

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

7.0 STAFF SELECTION

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

1-Language dominance not specified
2-Mother tongue not specified
3-not specified whether monolingual or bilingual (if any information is not specified, cross out that heading and complete the
6.6 N-ENET parents' attitudes toward maintenance of child's N-ENET in particular domains of use or complete shift to English
1-yes
0-no

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

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

6.9 If not included in survey how were parental and/or community attitudes toward N-ENET 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:
(include non-English language in each box)

<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>I N E Dom.</td>
<td>B-Bilingual</td>
<td></td>
</tr>
<tr>
<td>II E Dom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E Dom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I II</th>
<th>A</th>
<th>B</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I I</td>
<td>A</td>
<td>B</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>II II</td>
<td>A</td>
<td>B</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

A Total Number of Teachers: 10

B Total Number of Teachers: 10
7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

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

<table>
<thead>
<tr>
<th>A Monolingual</th>
<th>B Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E Dom</td>
<td>I A</td>
</tr>
<tr>
<td>N-EMT</td>
<td>I B</td>
</tr>
<tr>
<td>II E Dom</td>
<td>II A</td>
</tr>
<tr>
<td>EMT</td>
<td>II B</td>
</tr>
<tr>
<td>II E Dom</td>
<td>II A</td>
</tr>
<tr>
<td>1 N-E iT</td>
<td>II B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Total Number</th>
<th>B Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Total Number</td>
<td>N Total Number</td>
</tr>
</tbody>
</table>

Language(s) used by bilingual program 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
       1-0-not specified

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

0-language(s) used by teachers not specified

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

1-Bilingual aides instruct in only one language
   1a-Bilingual aides who instruct in only one language teach in
       their dominant language, whether or not it is their native language.
       Bilingual aides who instruct in only one language teach in their
       native language:
       1b-only if native language is also their dominant language
       1c-even if native language is not their dominant language
       1-0-not specified

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

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

7.5 Cultural affiliation of teachers, aides, project director and evaluators by
number and percent (in parentheses)
7.3 Language(s) used by bilingual program 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
1-0-not specified

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

0-language(s) used by teachers not specified

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

1-Bilingual aides instruct in only one language

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

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

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

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

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

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

A. Teachers No. %  
B. Aides No. %  
C. Proj. Director  
D. Evaluator(s)No. %  

0-not specified

*Priority will be given to those who are Mexican-American native speakers of Spanish who come from the target area.
Responsibility

The teacher will be responsible for the total instructional program in the classroom as well as delegating responsibility to the aide in regard to her duties in the classroom.

The teacher will be expected to participate in preservice and inservice education programs to increase her teaching competency, with special emphasis upon knowledges and skills needed in bilingual education. The teacher is responsible for participating in and giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--

Miss Andelsasenneam has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience--(continued)
giving direction to the inservice education of teacher aides. The teacher has direct responsibility for working with the aide in a one-to-one relationship in those skills needed to develop the aide's proficiency as a paraprofessional.

Qualifications

Every effort will be made to employ bilingual teachers in the program and priority will be given to those who are native speakers of Spanish. In the event monolingual teachers are hired they will be paired with bilingual teachers or bilingual aides to develop an effective team teaching approach.

Educational Background and Experience--

Miss has completed the requirements for a bachelor of science degree in education and a teaching certificate in elementary education. She specialized in Spanish with an accumulation of twenty-four undergraduate hours and six graduate hours in this field. In the summer of 1969 she attended an institute for the education of migrant children at Texas Tech University for which she received six hours of graduate credit and a summer language institute in Mexico for which she received six hours of graduate credit.

Miss has completed two years of successful teaching experience in elementary schools in the area of high concentration of Mexican American children in Lubbock. In addition, she has taught in the summer Head Start preschool program in Lubbock for the last four consecutive years. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. Mary Gryder has completed the requirements for a bachelor of arts degree, a master of arts degree, and a permanent teacher's certificate. She has completed the level one N.D.E.A. institute for elementary teachers of Spanish at Texas Tech University and level two N.D.E.A. institute for elementary teachers of Spanish at the University of Kansas.

Educational Background and Experience--(continued)

Mrs. has completed nineteen years of successful teaching experience. She taught first grade for fourteen years, high school Spanish for two years, and three years in the primary grades in an elementary school in which all pupils were Mexican American. She taught two summers in the preschool program for non-English speaking children and three summers in the Head Start program. She is currently teaching in the bilingual preschool project in Lubbock.

Educational Background and Experience--

Mrs. has completed the requirements for a bachelor of science degree in elementary education and a teaching certificate in elementary education. She completed some college courses in Spanish. She participated in a preschool orientation conference in May of 1969 and visited bilingual programs in McAllen, Edinburg, and Laredo, Texas, in the summer of 1969.

Mrs. has had two years of successful teaching experience in the primary grades in the Lubbock Public Schools. She has had four years experience in the Head Start program in Lubbock. The pupil population in the Head Start program is similar in age and ethnic makeup to the bilingual program. She is currently teaching in the bilingual preschool project in Lubbock.
### Selection of N-EIT teachers from local community

**O-not specified**

Number of N-EIT program teachers from local community and \( \frac{67}{72} \) of total N-EIT teachers.

### Number and Proportion of teachers and aides of same cultural background as N-EIT students

Indicate specific percent on the blank, or if specified descriptively,

\[
\begin{array}{c|c|c|c|c|c|c}
\text{Percent} & \text{1-few} & \text{2-some} & \text{3-many} & \text{4-most} & \text{5-more than half} & \text{0-not specified} \\
\hline
\text{A = teachers} & & & & & & \\
\text{B = aides} & & & & & & \\
\end{array}
\]

### Teacher Qualifications - Training and experience prior to project

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

- **n.s.-qualifications not specified**
- **C-previous courses not specified**

1. Teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct.
2. Teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency.
3. Previous teaching through N-EIT (in country where it is a native language, in Peace Corps).
4. Previous teaching in local area/live in the community.
5. Courses in N-EIT language structure and usage/linguistics or FL training.
6. Courses in N-E language structure and usage/linguistics or FL training.
7. Must be bilingual.
8. Any previous education through N-EIT/content of courses learned through N-EIT.
9. Courses in teaching ESL/audio lingual approach.
11. Courses in methods of teaching content (e.g., math) in N-EIT.
12. Certification in ESL/or experience teaching ESL.
13. Certification in teaching N-EIT.
15. Courses in the cultural heritage, values, deep culture of N-EIT or travel.
16. Other qualifications, specify.

### Bilingual Teacher's Certificate

#### 8.0 STAFF DEVELOPMENT

**8.1 A**

0-No staff training mentioned

The project is offering training for teachers A. For B. For Paraprofessionals and/or paraprofessionals in the following areas: Teachers professionals

(mark all that apply)

- **n.s.-Training indicated, but nature not specified**
- **1-English as their second language**
- **2-The teaching of English as a second language**
- **3-X as their second language**
- **4-The teaching of X as a second language**
- **5-Methods of teaching other academic subjects**
- **6-Methods of teaching other academic subjects**
7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, no.'s)

n.s.-qualifications specified

1. Teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct.

2. Teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency test.

3. Previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps).

4. Previous teaching in local area/live in the community.

5. Courses in N-EMT language structure and usage/linguistics or FL training.

6. Courses in N-EMT literature or literacy in Spanish.

7. Must be bilingual.

8. Any previous education through N-EMT/content of courses learned through N-EMT.


11. Courses in methods of teaching content (e.g., math) in N-EMT.

12. Certification in ESL or experience teaching ESL.

13. Certification in teaching N-EMT.


15. Courses in the cultural heritage, values, deep culture of N-EMT or travel.

16. Other qualifications, specify.


8.0 STAFF DEVELOPMENT

8.1 The project is offering training for teachers. A. For B. For Paraprofessionals in the following areas. (Mark all that apply)

1. English as their second language

2. The teaching of English as a second language

3. Spanish as their second language

4. The teaching of Spanish as a second language

5. Methods of teaching other academic subjects

6. Methods of teaching other academic subjects in Spanish

8.2 Stated goals of teacher training are:

1. Understanding of socio-cultural values and practices of

2. Cross-cultural training

3. Sensitivity to ethnocentricism and linguistic snobbery

4. Awareness of the social-emotional development of

5. Strategies for accommodating the different learning styles of

6. Strategies for cognitive development of

7. Strategies for reinforcing the self-esteem of

8. Methods of cross-cultural teaching or teaching the bilingual component

9. Formulation of pupil performance objectives

10. Methods of evaluation of pupil performance objectives

List specific courses if given (or Xerox and attach)

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 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)

5. Curriculum specialist

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

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

8.9 Training is provided:

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

8.10 Extent of training:

B (indicate no. of hours)

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

8.11 Number and Proportion of teachers attending training:

0. not specified
1. 100%
2. most
3. many
4. other (specify)
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 C 70 p. 20; 26
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bilingual component how?
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 57, 9 (mark all that apply) A for teachers B for aides B 57; 9

0-not specified
1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)
5-curriculum specialist K

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

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

8.9 Training is provided:

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

8.10 Extent of training:

A 1-approximately equivalent to a college course 5 weekly
2-more than one course 6 monthly
3-less than one course 7 bi-monthly
4-other (specify) ____________________________

8.11 Number and Proportion of teachers attending training: 8.11 N S

or: if specified descriptively, indicate:

0-not specified
1-100% 6-most
2-more than 75% 7-many
3-50-74% 8-few
4-25-50% 9-other (specify)
5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 2, 6

C 70 p. 34

1-to N-HMT language or dialect
2-to N-HMT students - expectations of achievement
3-to N-HMT 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) ____________________________________________
A. COMPONENT NAME: Staff Development

B. DOMINANT LANGUAGE: Spanish

C. GRADE LEVEL: Kindergarten

D. NO. OF PARTICIPANTS: 5 teachers, 5 aides, 1 curriculum specialist

E. PROGRAM OBJECTIVES:

1.1 The curriculum specialist will direct two inservice meetings related to evaluation techniques, scoring, and application.

1.2 Curriculum specialist and other consultants will conduct monthly inservice sessions related to pronunciation, reading in first grade in both languages, and oral language in content areas. Continued development of professional and paraprofessional staff is scheduled. The graduate program for the development of kindergarten teachers at Texas Tech University will be utilized to provide training in general preschool operation and techniques. Multi-disciplinary input is planned for professional development. University consultants in music, art, sociology, and linguistics will provide enrichment, understanding, and technique to the programs. Inservice seminars for paraprofessionals are planned as problem solving situations. The aides will receive training in use of media and materials, operation of equipment, pupil management techniques, child development, and interpersonal relations. Small group activity on a rotating

I. EVALUATION

<table>
<thead>
<tr>
<th>Date or Frequency of Measurement</th>
<th>Person(s) Responsible</th>
<th>Data collecting and reporting including due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Curriculum Specialist</td>
<td>Curriculum specialist will report test sessions techniques, applications of strategies, and recommendations for testing devices.</td>
</tr>
<tr>
<td>May</td>
<td>Program Evaluator</td>
<td>Program evaluator will report feedback directly to curriculum specialist regarding changes.</td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**LINGUISTIC PROCEDURES**

<table>
<thead>
<tr>
<th>A. COMPONENT NAME</th>
<th>Staff Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. DOMINANT LANGUAGE</td>
<td>Spanish</td>
</tr>
<tr>
<td>C. GRADE LEVEL</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>D. NO. OF PARTICIPANTS</td>
<td>5 teachers, 5 aides, 1 curriculum specialist</td>
</tr>
</tbody>
</table>

**E. PROGRAM OBJECTIVES:** Development of skilled bilingual staff committed to involvement in program.

**PRODUCT**

**F. PERFORMANCE OBJECTIVES**
(Includes name or description of instrument)

- **b.** Providing linguistic exercises to develop appropriate oral pronunciation in both Spanish and English. Criteria will include increasing complexity of exercises, special practices, and student participation.

- **c.** Reflecting a positive attitude toward the Mexican American child, toward teaching in Spanish and toward other children from low-income homes.

**Teachers' Attitudes**

<table>
<thead>
<tr>
<th>G. EVALUATION</th>
<th>Date or Frequency of Measurement</th>
<th>Person(s) Responsible</th>
<th>Data collecting and reporting, including due date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b.</strong> Bi-monthly</td>
<td>Curriculum Specialist</td>
<td>Teachers will construct oral dialogues in both languages and in group meetings decide which are most profitable and appropriate.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> August</td>
<td>Evaluator</td>
<td>Project evaluator will administer a semantic differential inventory constructed to elicit positive, negative and neutral attitudes related to bilingual education. Reports will be scored and compared by the Chi Square statistic for positive items and report made to project director by July 1, 1971.</td>
<td></td>
</tr>
</tbody>
</table>
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:

<table>
<thead>
<tr>
<th>O - not specified</th>
<th>1 - bilingual teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - team teaching</td>
<td>2 - ESL teacher</td>
</tr>
<tr>
<td>2 - cluster teaching</td>
<td>3 - bilingual coordinator</td>
</tr>
<tr>
<td>3 - shared resource teacher</td>
<td>4 - aides or paraprofessionals</td>
</tr>
<tr>
<td>4 - other (specify)</td>
<td>5 - consultant psychotherapist</td>
</tr>
<tr>
<td></td>
<td>or guidance counselor</td>
</tr>
<tr>
<td></td>
<td>6 - other (specify)</td>
</tr>
</tbody>
</table>

8 - liaison worker
10 - graphic artist
18 - testing specialist

10.3 Average number of pupils per class:

<table>
<thead>
<tr>
<th>O - not specified</th>
</tr>
</thead>
</table>

10.4 Average number of aides or paraprofessionals per class:

<table>
<thead>
<tr>
<th>O - not specified</th>
</tr>
</thead>
</table>

10.5 Average number of N-BMT or bilingual aides (or para-professionals) per class:

<table>
<thead>
<tr>
<th>O - not specified</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>1 - individually</th>
<th>by: 3 - teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - in small groups</td>
<td>4 - special remedial teacher</td>
</tr>
<tr>
<td>O - not specified</td>
<td>5 - paraprofessional</td>
</tr>
<tr>
<td></td>
<td>6 - parent tutor</td>
</tr>
<tr>
<td></td>
<td>7 - older student tutor</td>
</tr>
<tr>
<td></td>
<td>8 - peer tutor</td>
</tr>
<tr>
<td></td>
<td>9 - not specified</td>
</tr>
<tr>
<td></td>
<td>10 - no special help given</td>
</tr>
</tbody>
</table>

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) 11.2 How many years does project state is optimal for instruction for N-BMT group through N-BMT language to continue?

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N-BMT language will be maintained in program: NS

(mark all that apply)

(English DOMNS DOM NS)

N - not specified how long

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

11.1 I 3
II NS
II 1 NS

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

<table>
<thead>
<tr>
<th>O - not mentioned</th>
</tr>
</thead>
</table>

if for a particular number of years:

1 2 3 4 5 6 7 8 9 10 11 12 13
10.4 Average number of aides or paraprofessionals per class: 0-not specified
10.5 Average number of L-LIT or bilingual aides (or paraprofessionals) per class: 0-not specified
10.6 Special aide to pupils having most difficulty in learning is given: 10.6 N.S.
1 - individually by: 3 - teacher
2 - in small groups by: 4 - special remedial teacher
3 - paraprofessional
4 - parent tutor
5 - older student tutor
6 - peer tutor
7 - not specified
8 - no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

I II III

N-LIT language will be maintained in program: 14 DOM 10 DOM 6 DOM
(mark all that apply)
I II III
0 - not specified how long
1 - as the alternative language of learning
for as long as desired
2 - as the medium of instruction for special
subject matter (e.g. cultural heritage)
3 - only for the length of time necessary for
the acquisition of sufficient English to
permit learning of academic content at an
acceptable level in English

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

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

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

11.3 Second language learning is introduced in which grade:

code: C = N.A. (if no LI)

for each group

I I II

N.A. Pre-K 1 2 3 4 5 6 7 8 9 10 11 12

II DOM 12
II DOM/MENT 12
II DOM/MENT
11.4 The current project will be linked to a future bilingual program at the indicated grade level (indicate specific grade)

code: \(0 = \text{no grades}\) \((\text{if no EIT specified})\) \(1-3\) \(4-6\) \(7-9\) \(10-12\) \(13-\text{college training}\)

code: \(I = \text{College or University (Other professional training)}\) \(II = \text{Federal, State, or Private Vocational Job training}\)

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

code: \(0 = \text{no EIT specified}\) \(1\) \(2\) \(3\) \(4\) \(5\) \(6\) \(7\) \(8\) \(9\) \(10\) \(11\) \(12\)

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

code: \(C = \text{not specified/Grade}\) \(1\) \(2\) \(3\) \(4\) \(5\) \(6\) \(7\) \(8\) \(9\) \(10\) \(11\) \(12\)

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

code: \(C = \text{not specified}\) \(m = \text{math}\) \(s = \text{science}\) \(ss = \text{social studies}\)

<table>
<thead>
<tr>
<th>Min. per day of instruction through N-EIT</th>
<th>Total Min. per day of any instruction through N-EIT</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-EIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(5-2 - 3.6 %) varies</td>
</tr>
<tr>
<td>1</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>2</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>3</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>4</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>5</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>6</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>7</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>8</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>9</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>10</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>11</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
<tr>
<td>12</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
<td>(N.S.)</td>
</tr>
</tbody>
</table>

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

code: \(0 = \text{not specified}\) \(N.A. = \text{not applicable, no N-EIT, E dom students}\)
11.5 Second language learning for English dominant students is projected through grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>00 if 0 not specified</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-ENIT/EN Dom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>0 not specified/Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-ENIT/EN Dom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>0 not specified</th>
<th>m = math</th>
<th>s = science</th>
<th>ss = social studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>0 = not specified</th>
<th>N.A. = not applicable, no N-ENIT, E dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 1970-71 academic year represented the second year of operation of the Lubbock (Texas) Bilingual Elementary Education Program. The program involved revision of the kindergarten program begun in 1969-70 and extension vertically through first grade. Direct instruction was provided in five kindergarten and five first grade sections in five schools, three of which have both levels. All of the schools involved have high concentrations of Mexican American pupils. One location, Parkway, was utilized because of the relocation of a large number of the Guadalupe barrio residents after a tornado last spring.

The program was developed with four major components composed of instruction, staff development, materials development, and community involvement, and was devoted to the planning, development, operation, evaluation, and modification of a program which could be operated in self-contained classrooms with bilingual (English/Spanish) instructional capability.

This review is based largely upon findings and perceptions of the evaluator. His activities and data collection have been guided by staff, program manager, and auditor comments and reports. It is aimed at reviewing the evaluation design, which, though inclusive of a number of objectives, does not purport to measure or describe all the cognitive, nor certainly all the effective, impact of the program.

Plans have been made, largely at the suggestion of the auditor, to maintain some case studies of pupils in the program since its beginning. As information is collected about these pupils over their elementary school career it can be used for comparison with other pupils from the same attendance area.

This review, which must be included in the continuation report is prepared two months prior to the close of school. Therefore, some additional changes may be anticipated through the end of year testing which has not been completed.

**Instruction**

While certain instructional activities were scheduled, and conducted, in Spanish, it was also used incidentally for instructional assistance in other teaching and informal situations. The staff estimates, while almost impossible to verify, of their use of language is reported separately for teachers and aides for early and mid-year checks. These estimates were taken by the evaluator during staff meetings with each staff member being asked to calculate:

> What percent of the time did you spend today in instruction in Spanish?

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Mid-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides</td>
<td>M=45%</td>
<td>R=25-60%</td>
</tr>
<tr>
<td></td>
<td>M=52%</td>
<td>R=15-75%</td>
</tr>
<tr>
<td>Teachers</td>
<td>M=52%</td>
<td>R=25-75%</td>
</tr>
<tr>
<td></td>
<td>M=36%</td>
<td>R=0 -85%</td>
</tr>
</tbody>
</table>
BILINGUAL ELEMENTARY EDUCATION PROGRAM

SUGGESTED DAILY SCHEDULE
1971-72

FIRST GRADE

8:00- 8:20 a.m. OPPORTUNITY TIME: ACTIVITY CENTERS
Involve children in Activity Centers, engage in conversation, etc.

8:20- 8:30 a.m. OPENING EXERCISES
Pupil-Teacher Planning

8:30-10:45 a.m. LANGUAGE ARTS-English

Teacher
Oral language development, two groups-30 minutes
Reading, three groups-60 minutes
Writing, 15-20 minutes
* Spelling readiness, 10-15 minutes

Aide
Oral language development, two groups-30 minutes
Perceptual-Motor-Language Development, three groups-60 minutes
Writing assistance
Spelling assistance

(One 15-minutes interim break)

10:45-11:20 a.m. MATHEMATICS
Teacher
Introduce concepts, teacher/two groups, through discovery and manipulation of concrete objects

Aide
Reinforce concepts, aide/one group, with children who need added assistance

11:20 a.m.- 12:00 noon
PREPARE FOR LUNCH
Lunch

12:00 noon- 12:15 p.m.
REST: MUSIC: STORYTIME

12:15- 1:30 p.m. LANGUAGE ARTS-Social Studies, Science
Teacher
Oral language development-15 minutes (Facilitate through use of social studies, science concepts)
Reading, three groups-45 minutes
* Spelling readiness-15 minutes

Aide
Oral language development-assistance
Reading reinforcement, three groups
Spelling readiness assistance

*Spelling readiness is begun when children reach primer reading level (English) and/or second semester (Spanish)
1:30 - 2:30 p.m.  PHYSICAL EDUCATION

Supervised and sequentially planned

2:00 - 2:30 p.m.  CREATIVt GROUP EXPERIENCES

Art
Music
Conversation time
Food preparation
Activity Centers

2:30 - 2:40 p.m.  Perform housekeeping duties
Discuss day's activities
Pupil-Teacher planning for next class

2:40 p.m.  DISMISS
11.13 1-Program is one-way - only non-English Other Tongue students (including N-ENI-English dominant). English Other tongue students do not receive instruction in a second language
2-no English Other tongue students
2-way - EHT learn the second language

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

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

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total min. per day of instruction</th>
<th>Subjects taught in second lang. of instruction through N-IIT instruction</th>
<th>% of time per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

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

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

(mark all that apply; some projects may use a combination of methods)
11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

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

12.0 Methods of Second Language Teaching

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

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

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

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


13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

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

13.2 AIL 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:
### Grammar - Translation Method

#### Dominant and Second Language Skills Sequence

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

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

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

#### 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

#### ALI 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

#### Listening-Speaking Proficiency Determined by:
1. Measure of listening-speaking proficiency
2. Informal assessment by teacher
3. Teacher-made check lists and tapes

#### Second Language Reading Skills are Learned:
1. Concurrently with learning to read in dominant language
2. After a specific level of dominant language reading competence achievement
3. A specified period of time after learning to read in dominant language (e.g., a specific grade)
4. Before learning to read in dominant language
13.5 Reading is introduced: 
A-individually, when child is ready 
or at a specific time during grade: 
1  
2  
3  

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

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

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

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 
(mark all that apply) 
I = N-E II = E 

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>IA</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eng. dom.</td>
<td>students</td>
<td>Eng. dom.</td>
<td>students</td>
<td>IB</td>
</tr>
</tbody>
</table>

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

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

3-Other (specify)

0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

- Linguistically based (Herrill or Miami Linguistic readers, ITA, etc.)
- Basal readers
- Dialect readers
- Experience charts (stories dictated by children)

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

- Grade 1
- Grade 2
- Grade 3
- Beyond Grade 3

0-not specified

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

- Pattern drills
- Dialog memorization
- Choral repetition
- Songs
- Programmed instruction, language master
- Audio Visual Aides
- Films, filmstrips
- Flannel or magnetic boards
- Realia, graphic displays

(please indicate / or line -)
16.0 MATERIALS

16.1 Reading Materials—Typos
Reading Materials are: (mark all that apply)
0—Linguistically based
   (Merrill or Miami Linguistic readers, etc.)
0—Basal readers
0—Dialect readers
0—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
0—pattern drills
0—dialog memorization
0—choral repetition
0—songs
0—programmed instruction, long-master
0—stories read to children
0—AUDIO VISUAL AIDS
0—films, filmstrips
0—flannel or magnetic boards
0—realia, graphic displays
0—records, tapes
0—listening centers
0—multi-media approach
0—Experiential:
0—role playing
0—puppetry
0—experience charts
0—primary typewriter
0—learning through direct experience with materials e.g. Montessori
0—activity centers—chosen by child
0—other (specify)

Learning outside the classroom:
0—field trips
0—suggested TV programs
0—other (specify)
0—games, dramatic play

Please indicate on line —
J. MATERIALS TO BE USED

STATE ADOPTED TEXTBOOKS—continued

Arithmetic:
Grades 1-3: EXPLORING ELEMENTARY MATHEMATICS Holt, Rinehart, Winston 1976

Music:
Grades 1-3: THIS IS MUSIC Allyn 1971

Science:
Grades 1-6: SCIENCE THROUGH DISCOVERY Singer 1972

Spelling:
Grade 1: *FROM SOUNDS TO WORDS Silver 1974
MY WORD BOOK--1 Lyons "
READING ROAD TO SPELLING 1 Harper "
POWER TO SPELL--FIRST STEPS Houghton "
BASIC GOALS IN SPELLING, 3rd. Ed., Workbook Grade 1 Webster "

Language and Grammar:
Grades 1-2: ROBERTS ENGLISH SERIES: 1,2 Harcourt 1973
OUR LANGUAGE TODAY 1,2 American "
GINN ELEMENTARY ENGLISH, Gr. 1,2 Ginn "
*NEW DIRECTIONS IN ENGLISH 1,2 Harper "

*Selected by Lubbock Public Schools
V. Utilization of Research and Existing Materials (continued)

(6) six "content" tests to be given by the teacher at appropriate points in the program, and (7) sample "cultural heritage" lesson plans, designed to demonstrate the use of language patterns in activities closely related to the ethnic or regional background of the pupils.

Included in the teacher's manual are sections on the history and scope of the program, the plan of the lessons, the teaching situation, and important teaching techniques. There is also a complete master list of materials and a summary of new vocabulary.

Teachers participating in Laboratory-supervised field trials have been provided with specialized training in the use of the Oral Language Program at demonstration centers run by the Laboratory and cooperating school districts.

The Southwestern Cooperative Educational Laboratory program is basically an English as a Second Language approach. It does not provide instruction in the native language of the child; however, it gives special instructional consideration to unique cultural aspects that the child brings to the classroom. It does not propose to replace the native language of the child as an appropriate medium of communication in the child's own home environment; in this sense, the child, in developing an ability to communicate in standard English, becomes a bilingual person.

The use of Spanish language materials is an integral part of this project. Selection and/or development of materials depends upon research based information about such materials. A number of programs concerned with bilingual materials are under study.

Relevant Programs and Materials:

Inquiry has been made of the following programs, the focus of which is either bilingual or English as a Second Language instruction for children. The study of their materials and philosophy must be made before they are selected for use.

1. Southwest Educational Development Laboratory, Austin. The development of lessons for teaching in Spanish, under the direction of Dr. Elizabeth Ott, are of interest and may be incorporated. These materials are being field tested in the San Antonio Bilingual Demonstration and Dissemination Center and at the Good Samaritan Center. The materials are not ready for distribution but work copies are available for our study.

2. Migrant Program, McAllen. This program is also being developed with involvement of the Southwest Educational Development Laboratory. Materials are not yet ready for issue.
V. Utilization of Research and Existing Materials (continued)

3. Southwestern Cooperative Educational Laboratory, Albuquerque. Their Oral Language Program consists of a year long set of well developed structural linguistic lessons in English. Based on a United States Office of Education project done at the University of California at Los Angeles by Robert Wilson, the lessons have had extensive field testing and development. One of the university consultants, Dr. Len Ainsworth, has worked with the development of materials and teacher training for these materials. Consideration is given to using them in two classrooms as one researchable effort.

4. Bilingual Program, Regional Service Center I, Edinburg, Texas. This effort appears to be largely an English as a Second Language program. Procedures and activities for teachers are useful.

5. United Consolidated School District, Laredo, Texas. Further study of this project, through visitation is indicated. Use of some of the materials purchased in Mexico may be tried.

6. Inter-American Institute, San Antonio. The activity of this program is now focused upon ESOL. No materials are available which would benefit this program.

7. EPDA Institute in ESOL, University of Texas at El Paso, El Paso, Texas. Dr. Adkins reports that "most of the so-called Bilingual preschool programs are predominantly ESOL programs" and has no curriculum material sources at this time.

8. St. Pauls Episcopal School Bilingual Program, Brownsville, Texas. A program description and a catalog for obtaining book materials from Mexico was provided.

9. Spanish Program, Dade County Public Schools, Miami, Florida. This program begins with third grade youngsters. Objectives are well stated and will be helpful. Commercial publishers have developed beginning reading materials on linguistic base from this program, which may have application in later years.

10. Alamo Elementary School (Region IV Education Service Center), Galveston, Texas. This Oral Language project is based upon the Gloria and David film series. Research data will soon be available.

11. Foreign Language Innovative Curriculum Studies, Ann Arbor, Michigan. A curriculum guide has been provided by this Title III Center for "teaching Spanish to speakers of other languages and to teach Spanish standard to speakers of non-standard Spanish." Some procedures and content will be useful.
V. Utilization of Research and Existing Materials (continued)

12. Spanish and English as Second Languages in the Elementary School, Texas Technological College, Lubbock, Texas. This teacher development program deals with procedure and techniques. Coupled with materials from the Mexican-American Teacher Education project, essential background is made available to teachers.

13. Bilingual Education for Mexican-American Children, Marysville, California. A description and case study report has been received. No materials for export have been developed and that program is ungraded with children from 6-10 years of age.

14. Razon de Ser of the Bilingual School: Southeast Educational Laboratory, Atlanta. This handbook will provide rationale and background for study by project staff.

15. Project Teacher Excellence, Our Lady of the Lake, San Antonio, Texas. The program of this award winning project is being studied for future teacher development.

16. Other projects slated for visits or study with particular regard to the preschool aspects are: Del Rio, Corpus Christi, and Creedmoor, Texas. These programs seem to have received stimulation from Dr. Joseph Michael through his Bilingual Institute at the University of Texas. It is planned that he will serve as a consultant to this program.

Material Development

It is essential that curricular and teaching materials and guides be developed for this project because materials aimed at developing the objectives stated earlier in this study have not been located, or are in a tentative stage, or require extensive modification. This is particularly true for the materials to be utilized in the Spanish portion of the instruction.

In a number of instances it has been determined to use concrete materials, and audiovisual-tactile media with structured language development in Spanish. In this case appropriate printed materials for the teacher do not seem to exist. Planning and preparation of teacher guides becomes a priority item. It is anticipated that materials can be developed as a model which will have relevance outside the presently envisioned program. Use of consultants such as Dr. Elizabeth Ott of the Southwest Educational Development Laboratory will assist this development. Dr. Faye Bumpass of the Classical and Romance Language faculty at Texas Technological College will review the materials for their linguistic accuracy and Dr. Len Ainsworth of the Elementary Education faculty will review them for applicability to the preschool setting.
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-ENT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached -page and document xerox 14 a-d

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

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

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached—page and document

17.0 STUDENT GROUPING

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

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

17.3 Criteria for grouping:
0-not specified

<table>
<thead>
<tr>
<th>Criteria</th>
<th>I Non Eng dom</th>
<th>II Eng dom</th>
<th>III Eng dom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-by age</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2-by native language</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3-by dominant language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-by language proficiency (ex. level of reading skill)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n.a. not applicable (no E.dom/NEHT)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)
0-not mentioned
1-inter-ethnic (N-ENT student tutors EHT students)
2-intra-ethnic (N-ENT student tutors N-ENT)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify)

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
0-area not specified
1-inter-ethnic (N-ENT aide tutors EHT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
18.3 Parent tutoring: (mark all that apply)

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

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

19.0 CURRICULUM PATTERNS

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

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
- 0-method not mentioned
- 1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- 3-labeling and discussion of concepts related to time, space, distance, position
- 4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher-
19.0 CURRICULUM PATTERNS

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

20.0 COGNITIVE DEVELOPMENT

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

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
BILINGUAL PROCEDURES

A. COMPONENT NAME  Instruction

B. DOMINANT LANGUAGE  Spanish

C. GRADE LEVEL  First Grade

D. NO. OF PARTICIPANTS  123

E. PROGRAM OBJECTIVES:

1.1 The teacher and the aide will use concrete objects to teach enumeration, sets, and addition and subtraction. The concepts will be taught first in the native language and then expressed in the second language.

1.2 The teacher and aide will use multi-media resources to teach units in science and social studies, first in the native language, and later reinforced in English.

I. EVALUATION

<table>
<thead>
<tr>
<th>Date or Frequency of Measurement</th>
<th>Person(s) Responsible</th>
<th>Data collecting and reporting including due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each six weeks</td>
<td>Curriculum Specialist</td>
<td>The teacher will report to the curriculum specialist adaptations of basal number materials which are necessary to accomplish the process objective each six weeks.</td>
</tr>
<tr>
<td>Each six weeks</td>
<td>Curriculum Specialist</td>
<td>The teacher will report to the curriculum specialist adaptations necessary to teach effectively the basic first grade units in both languages each six weeks.</td>
</tr>
</tbody>
</table>
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:
    1. Through role-playing
    2. Puppetry
    3. Language-experience approach: students dictate stories from their own experience
    4. Teacher accepts, acknowledges ideas and feelings
    5. Teacher encourages non-verbal expression of child's feelings through painting, music, dancing
    6. Teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
    7. Teacher provides experiences leading to competency and success
    8. Teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
    9. Other (specify) (xerox or summarize) document page #

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

22.0 LEARNING STRATEGIES

1. The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
   - (Specify or xerox) Document and Page no. Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
   - None mentioned
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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

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

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:
   1-bilingual alone
   2-bilingual and bicultural
   3-bilingual and multicultural
   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-EHT culture, please summarize below: (or attach xerox)
found in document ______________ page # ______________
0-not mentioned

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

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

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

24.0 COMMUNITY COMPONENT

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

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

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

0. Method not specified
1. No provision for informing community
2. Bilingual newsletter
3. Monolingual newsletter
4. SWs sent to mass media
5. If articles included with project, check 4
6. Formal meetings
7. Informal meetings open to entire community
8. Meetings conducted in both languages
9. Home visits
10. Other (specify) - Community Liaison Worker
11. Project director personally involved in program dissemination. Specify how

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

0. Type not specified
1. No sought
2. Existing community groups working with program
3. Bilingual questionnaires
4. Community-school staff committees
5. Community advisory groups
6. Formal meetings open to the entire community
7. Informal meetings with community groups
8. Other (specify)
9. Project director personally seeks involvement of community in program. Specify how: Will inform community of the orientation meetings via news media and will conduct meetings which will be open for questions from parents and the community. Teachers will suggest activities in which parents can engage.

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)
6. Method not specified

24.6 The school is open to the community through:

0. Not mentioned
### 24.4 Community involvement in the formulation of school policies and programs is sought through:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Type not specified</td>
</tr>
<tr>
<td>1</td>
<td>Existing community groups working with program</td>
</tr>
<tr>
<td>2</td>
<td>Bilingual questionnaires</td>
</tr>
<tr>
<td>3</td>
<td>Community-school staff committees</td>
</tr>
<tr>
<td>4</td>
<td>Community advisory groups</td>
</tr>
<tr>
<td>5</td>
<td>Formal meetings open to the entire community</td>
</tr>
<tr>
<td>6</td>
<td>Informal meetings with community groups</td>
</tr>
<tr>
<td>7</td>
<td>Other (specify)</td>
</tr>
<tr>
<td>8</td>
<td>Project director personally seeks involvement of community in program</td>
</tr>
</tbody>
</table>

*Community liaison worker* see Xerox copy

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No mention of school seeking to be informed about community</td>
</tr>
<tr>
<td>1</td>
<td>Meetings open to the entire community conducted in both languages</td>
</tr>
<tr>
<td>2</td>
<td>Community representatives to the school</td>
</tr>
<tr>
<td>3</td>
<td>Bilingual questionnaire sent to the home</td>
</tr>
<tr>
<td>4</td>
<td>Home visits by school personnel</td>
</tr>
<tr>
<td>5</td>
<td>Other (specify)</td>
</tr>
<tr>
<td>0</td>
<td>Method not specified</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not mentioned</td>
</tr>
<tr>
<td>1</td>
<td>Opening school facilities to the community at large for use after school hours and on weekends</td>
</tr>
<tr>
<td>2</td>
<td>Providing adult education courses</td>
</tr>
<tr>
<td>3</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

### 24.0 Impact Evaluation

#### 25.1 Project mentions description or dissemination of the bilingual program through:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Newspaper articles</td>
</tr>
<tr>
<td>2</td>
<td>Radio programs</td>
</tr>
<tr>
<td>3</td>
<td>TV programs</td>
</tr>
<tr>
<td>4</td>
<td>Video-tapes</td>
</tr>
<tr>
<td>5</td>
<td>Films</td>
</tr>
<tr>
<td>6</td>
<td>Visitors to observe the program</td>
</tr>
<tr>
<td>7</td>
<td>Brochures and letters</td>
</tr>
</tbody>
</table>

25.1 1, 4, 5, 6, 8
COMMUNITY LIAISON WORKER

Responsibility

The community liaison worker will serve as liaison between the home and school. She will help to develop a parental involvement program including such duties as organizing informal classes for parents, inviting parents to attend open house, dinners, classroom orientation, and similar types of meetings.

The community liaison worker will visit the homes of children who have been absent or who have experienced special problems. She will also visit the parents of the children in the bilingual program to encourage them to become interested in the education of their children and to actively participate in parent activities as well as to encourage adult basic education.

Qualifications

The community liaison worker must be bilingual and preference will be given to the native speaker of Spanish. A minimum of high school graduation will be required. Priority will be given to the applicant who has completed college courses in sociology and who has had experience as a social worker. Knowledge of early childhood education is desirable. The liaison worker should be a warm, friendly, sympathetic person who is capable of developing rapport with parents and interested adults.

Educational Background and Experience--Magdalena Trejo

Mrs. Magdalena Trejo was graduated from Lubbock High School. She is a Mexican American and she is fluent in Spanish and in English. She has no college work but she plans to attend college sometime in the future. She has taught Confraternity of Christian Doctrine in her church.

Mrs. Trejo lives in the target area served by the bilingual program. She served as a teacher aide in the bilingual project in Lubbock until her promotion to the position of community liaison worker.
25.2 Project's impact:

1. Project mentions that other classes in the school, but not in the program, have picked up methods or material from the bilingual program.

2. Project mentions other schools in the local educational system have started bilingual programs.

3. Project mentions that a university has instituted teacher training courses in bilingual education to meet staff development needs.

5. Each of the candidates in a recent school board election responded positively to a question regarding need for more bilingual adults to interact with children.

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
1. Never
2. Once or twice during the year
3. More than twice
4. Regularly
5. Other (specify)

26.3 Evaluator has met with teachers:

0. Not mentioned
1. Never
2. Once or twice during the year
3. More than twice
4. Regularly
5. 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