This content analysis schedule for the Lorain City (Ohio) Bilingual Education Program 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 detailed time schedules for kindergarten through second grade for English-dominant and Spanish-dominant bilingual students, and a list of instructional materials. (SK)
PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY PROJECT

- ✓ 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></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation design</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<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>

Eval. Report of Baseline data ✓

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>TABLE OF CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT IDENTIFICATION</td>
<td></td>
</tr>
<tr>
<td>0.1 Project Number</td>
<td>1</td>
</tr>
<tr>
<td>0.2 Name of Project</td>
<td>1</td>
</tr>
<tr>
<td>0.3 Address of Project (number and street)</td>
<td>1</td>
</tr>
<tr>
<td>0.4 City and State of Project</td>
<td>1</td>
</tr>
<tr>
<td>0.5 State (checklist)</td>
<td>1</td>
</tr>
<tr>
<td>1.0 PROJECT HISTORY, FUNDING AND SCOPE</td>
<td></td>
</tr>
<tr>
<td>1.1 Year Project Began under Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.0 FUNDING</td>
<td></td>
</tr>
<tr>
<td>2.1 Funding of Bilingual Program, Prior to Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.2 Year Prior Funding Began</td>
<td>1</td>
</tr>
<tr>
<td>2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program</td>
<td>1</td>
</tr>
<tr>
<td>2.4 Source of Prior Bilingual Program Funding</td>
<td>1</td>
</tr>
<tr>
<td>2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program</td>
<td>1</td>
</tr>
<tr>
<td>2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII</td>
<td>1</td>
</tr>
<tr>
<td>2.7 Source of Concurrent Funding</td>
<td>1</td>
</tr>
<tr>
<td>2.8 Total Title VII Grant (first year)</td>
<td>1</td>
</tr>
<tr>
<td>3.0 UNIVERSITY Involvement with Project</td>
<td>1</td>
</tr>
<tr>
<td>4.0 SCOPE OF PROJECT</td>
<td></td>
</tr>
<tr>
<td>4.1 Number of Schools Involved</td>
<td>2</td>
</tr>
<tr>
<td>4.2 Students - total number</td>
<td>2</td>
</tr>
<tr>
<td>4.3 Students - grade level, number of classes, and number of students by grouped grade levels</td>
<td>2</td>
</tr>
<tr>
<td>4.4 Non-graded classes</td>
<td>2</td>
</tr>
<tr>
<td>PROCESS VARIABLES</td>
<td></td>
</tr>
<tr>
<td>5.0 STUDENTS (sociolinguistic)</td>
<td></td>
</tr>
<tr>
<td>5.1 Students' Dominant and Native Language and Cultural Affiliation (chart)</td>
<td>2</td>
</tr>
<tr>
<td>5.2 Cultural or Ethnic Identification of Target Students</td>
<td>3</td>
</tr>
<tr>
<td>5.3 Ethnic Identity of English Mother Tongue Students</td>
<td>3</td>
</tr>
<tr>
<td>5.4 Students' Native Language if Different from Dominant Language</td>
<td>3</td>
</tr>
<tr>
<td>5.5 Students' Dominant Language and Extent of Bilingualism</td>
<td>3</td>
</tr>
<tr>
<td>5.6 Recruitment of Students</td>
<td>4</td>
</tr>
<tr>
<td>5.7 Proportion of EMT Pupils in Project Area</td>
<td>4</td>
</tr>
<tr>
<td>5.8 Community Characteristics</td>
<td>4</td>
</tr>
<tr>
<td>5.9 Socio-Economic Status of N-EMT Participating Students</td>
<td>4</td>
</tr>
<tr>
<td>5.10 Socio-Economic Status of EMT Participating Students</td>
<td>4</td>
</tr>
<tr>
<td>5.11 Proportion of Migrant Students in Project</td>
<td>4</td>
</tr>
<tr>
<td>6.0 SOCIOLINGUISTIC SURVEY</td>
<td></td>
</tr>
<tr>
<td>6.1 Existence of Survey</td>
<td>4</td>
</tr>
<tr>
<td>6.2 Groups Included in Survey</td>
<td>4</td>
</tr>
<tr>
<td>6.3 Language Dominance by Domains and through Various Means of Communication</td>
<td>4</td>
</tr>
<tr>
<td>6.4 Determination of Students' Language Dominance (if not in Survey)</td>
<td>5</td>
</tr>
<tr>
<td>6.5 Survey Includes Determination of any Inter-Language in Community</td>
<td></td>
</tr>
</tbody>
</table>
PROJECT HISTORY, FUNDING AND SCOPE

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project Began under Title VII

2.0 FUNDING

2.1 Funding of Bilingual Program, Prior to Title VII

2.2 Year Prior Funding Began

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

2.4 Source of Prior Bilingual Program Funding

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

2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program

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' Native 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
8.10 Extent of Training
8.11 Proportion of Teachers Attending Training
9.0 TEACHERS' ATTITUDES
  9.1 Assessment of Teachers' Attitudes
10.0 STAFF PATTERNS
  10.1 Kinds of Staff Patterns
  10.2 Staff
  10.3 Pupils per Class
  10.4 Aides/Paraprofessionals per Class
  10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class
  10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning
11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT
  11.1 Duration of Bilingual Education (Policy)
  11.2 Projected Duration of Project Instruction through N-EMT Language (in years)
  11.3 Grade When Second Language Learning Is Introduced
  11.4 Projected Linking of Current Project to Future Bilingual Program
  11.5 Projected Duration of Second Language Learning for English Dominant Students
  11.6 Projected Duration of Learning in Native Language for N-E Dominant Students
  11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant
  11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant
  11.13 Program Type - One Way
  11.14 - 11.16 Instructional Time in and through Second Language for EMT Students
  11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom
12.0 METHODS OF SECOND LANGUAGE TEACHING
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
  13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages
  13.2 Relation of Reading and Writing to Listening, Speaking
  13.3 Determination of Listening, Speaking Proficiency
  13.4 Relationship of Learning Native and Second Language Reading Skills
  13.5 Period Reading Is Introduced
  13.6 Determination of Reading Readiness
  13.7 Projected Grade for Grade Level Reading in Dominant and Second Language
  13.8 Projected Grade for Grade Level Academic Achievement in Second Language
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING
15.0 TREATMENT OF CHILD'S LANGUAGE
16.0 MATERIALS
  16.1 Reading Materials - Types
  16.2 Reading Material in Child's Dialect
  16.3 Materials and Techniques for Second Language Learning
  16.4 Sources of Materials in Language other than English
  16.5 Specific Bilingual/Bicultural Materials Used
17.0 STUDENT GROUPING
  17.1 Mixed or Separated by Dominant Language
  17.2 Size of Groups
  17.3 Criteria for Grouping
18.0 TUTORING
  18.1 Student Tutoring
  18.2 Paraprofessional Tutoring
  18.3 Parent Tutoring
  18.4 Training of Parent Tutors
19.0 CURRICULUM PATTERNS
20.0 COGNITIVE DEVELOPMENT
11.2 Projected Duration of Project Instruction through N-EMT Language (in years)
11.3 Grade When Second Language Learning Is Introduced
11.4 Projected Linking of Current Project to Future Bilingual Program
11.5 Projected Duration of Second Language Learning For English Dominant Students
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT)
for pupils who are N-EMT/E Dominant
11.13 Program Type - One Way
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom
11.18 -11-12 Instructional Time in and through Second Language for EMT Students
12.0 METHODS OF SECOND LANGUAGE TEACHING
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages
13.2 Relation of Reading and Writing to Listening, Speaking
13.3 Determination of Listening, Speaking Proficiency
13.4 Relationship of Learning Native and Second Language Reading Skills
13.5 Period Reading Is Introduced
13.6 Determination of Reading Readiness
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language
13.8 Projected Grade for Grade Level Academic Achievement in Second Language
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING
15.0 TREATMENT OF CHILD'S LANGUAGE
16.0 MATERIALS
16.1 Reading Materials - Types
16.2 Reading Material in Child's Dialect
16.3 Materials and Techniques for Second Language Learning
16.4 Sources of Materials in Language other than English
16.5 Specific Bilingual/Bicultural Materials Used
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language
17.2 Size of Groups
17.3 Criteria for Grouping
18.0 TUTORING
18.1 Student Tutoring
18.2 Paraprofessional Tutoring
18.3 Parent Tutoring
18.4 Training of Parent Tutors
19.0 CURRICULUM PATTERNS
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood
20.2 In Later Grades
21.0 SELF ESTEEM
22.0 LEARNING STRATEGIES
23.0 BICULTURAL COMPONENT
23.1 Type
23.2 Cross-Cultural Awareness
23.3 Decreasing Ethnocentrism
23.4 Extent of Learning About N-EMT Culture
23.5 Definition of American Culture
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries
24.2 Ethnic Studies Library
24.3 Program Dissemination to Community
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies
24.5 Methods Used to Keep Program Informed About Community
24.6 Means by which School Is Open to Community
25.0 IMPACT EVALUATION
26.0 EVALUATOR'S ROLE
27.0 EVALUATION PROCEDURE

Developed by Marietta Saravia Shore Coordinator, BEARU
bilingual education applied research unit
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant Richard Hess
Date 6-10-72

0.2 Name of Project The Lorain City Bilingual Education Program
0.3 Address of Project 1020 7th Street
 Lorain, Ohio 44052

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

1.0 PROJECT HISTORY; FUNDING AND SCOPE
1.1 Year Project began under Title VII:
see Project No. 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 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

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

STATE

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project began under Title VII:
   see Project No. 07 - 1970

2.0 FUNDING (mark all that apply)
2.1 Any P.I.O.N. funding of BILINGUAL program, if Title VII continues or expands that program
   0-no prior funding mentioned

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

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

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

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

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

2.8 Total Title VII grant (first year only)
2.9 Total funds for concurrent program(s) cooperating with Title VII (first year)

3.0 If a UNIVERSITY is working with the Title VII program, specify which:
   0-none
   A group of young Spanish-speaking students from Lorain Community College have visited project. No impact to date.
4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
- 1-one
- 2-two
- 3-three
- 4-four
- 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>
<th>Number of Students PS and K</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>K-Kindergarten</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>PSK</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

4.4 All classes graded

- 4-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)

1. Total Non-English Mother Tongue
   - Non-English Dominant
   - English Dominant
   - Total: 203

2. Total English Mother Tongue
   - II. E-Dom - HMT
   - Total: 137

Total E-Dom: 340

<table>
<thead>
<tr>
<th>Category</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-English Dom - HMT</td>
<td>203</td>
<td>59%</td>
</tr>
<tr>
<td>English Dom - HMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-English Dom - EMT</td>
<td>137</td>
<td>41%</td>
</tr>
<tr>
<td>English Dom - EMT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
grade and total number of students by grouped grade levels
(by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>4</td>
</tr>
<tr>
<td>K-Kndgtn</td>
<td>4</td>
</tr>
<tr>
<td>PSK</td>
<td>90 TOTAL KC. students PS and N</td>
</tr>
<tr>
<td>1-grade 1</td>
<td></td>
</tr>
<tr>
<td>2-grade 2</td>
<td></td>
</tr>
<tr>
<td>3-grade 3</td>
<td></td>
</tr>
<tr>
<td>4-grade 4</td>
<td></td>
</tr>
<tr>
<td>5-grade 5</td>
<td></td>
</tr>
<tr>
<td>6-grade 6</td>
<td></td>
</tr>
<tr>
<td>450 TOTAL students gr. 1-6</td>
<td></td>
</tr>
</tbody>
</table>

4.4 All classes graded
4.4 All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

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

<table>
<thead>
<tr>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E Dom - N-EHT</td>
<td>II E-Dom - EHT</td>
</tr>
<tr>
<td>203</td>
<td>137</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Non-English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue</td>
<td>Mother Tongue</td>
</tr>
<tr>
<td>Example: a native Spanish speaker who uses Spanish in most contacts though he may know English</td>
<td>Example: a native E. speaking acculturated American who may or may not know a second lang.</td>
</tr>
<tr>
<td>Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant</td>
<td>Examples: 1)a native E. speaking acculturated American who may or may not know a second lang.</td>
</tr>
</tbody>
</table>

Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant
5.2 Cultural or Ethnic identification of target students in program by number and % of each:

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

<table>
<thead>
<tr>
<th>Americans of other ethnic backgrounds:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td>203</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| I TOTAL number of EMT target students | 203   |                             |                        |

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

| E1                                   |        |                             |                        |
| E2                                   |        |                             |                        |

| II TOTAL number of EMT students other than target population | 137   |                             |                        |

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 Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>% not No.</td>
<td>% not only listening speaking comprehension ability No.</td>
</tr>
<tr>
<td>% spec.</td>
<td>% not spec.</td>
<td>% only listening speaking comprehension ability spec. No.</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>Code</th>
<th>Description</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1</td>
<td>English</td>
<td>ns</td>
<td>n.s.</td>
</tr>
<tr>
<td>E2</td>
<td>Spanish</td>
<td>ns</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

II TOTAL number of EMT students other than target population 137 4.1%

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>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E I: 57 English American Indian
A 1: Navajo
A 2: Cherokee
A 3: Keresan
A 4: Other (spec.)
B 203 Spanish
C  Portuguese
D  French
E  Chinese
F  Eskimo
G  Russian
H  Other (spec.)

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>English</td>
<td>41</td>
<td>Yes</td>
</tr>
<tr>
<td>Spanish</td>
<td>59</td>
<td>Yes</td>
</tr>
</tbody>
</table>

but there are some bilingual students
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
   Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program; EMT's participation
   is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to
   Language)
5.7 Proportion of E-EMT 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)
  reservation
5.9 A. Socio-economic status of N-EMT participating students
   (indicate specific percent of low SES)
   B. Average family income, if mentioned
    n.s. - not specified
5.10 Socio-economic status of EMT participating students
   (indicate specific percent of low SES on the blank)
    n.a. - not applicable (no EMT)
    n.s. - not specified
5.11 Proportion of migrant students in project
   (Indicate specific percent)
    n.s. - not specified
6.0 SOCIOLINGUISTIC SURVEY
6.1 Project states that a sociolinguistic survey:
   I for II for
   I-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)
5.8 Community Characteristics (mark all that apply) (\% if more than one category, indicate percent for each)
1 - inner-city-ghetto, barrio \% 3
2 - major city \%
3 - small city, town or suburb \% 100
4 - rural, farm \%
5 - other (specify) reservation

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

5.10 Socio-economic status of native participating students (indicate specific percent of low SES on the blar')
n.s. - not applicable (no NAT)
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
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 NAT NAT
1 parents
2 children
3 teachers
4 community
5 others (specify)

6.3 Language dominance of NAT 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.
- specify extent descriptively: never, sometimes, always

6.3 A

USE NON-ENGLISH LANG.
USE ENGLISH

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING
1 Home
2 Church
3 School
4 Work
5 Socializing
6 Neighborhood
7 Film-TV-radio
8 Magazines, news
9 Others (specify)

The students live in a community where Spanish is heard on the street, in the store, in church, and among friends.
6.4 If not included in survey, how was student's language dominance determined?  
I  
II  

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

6.5 Sociolinguistic Survey includes: (check all that apply)  
An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).  
1-yes  
0-no  

Sociolinguistic survey includes items covering:  

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

6.7 M-T parents' attitudes toward their children's learning of the N-MIT 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-MIT maintenance determined?  
1-will not be assessed  
2-will be assessed, method not specified  
3-has been or will be assessed by method other than sociolinguistic survey (specify how)  

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g., transfer or maintenance instructional programs)  
0-not mentioned  

7.0 STAFF SELECTION  

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

1. Language dominance not specified  
2. Nother tongue not specified  

(if any information is not specified, cross out that item)
Sociolinguistic survey includes items covering:

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

6.7 E-T parents' attitudes toward their children's learning of the N-MIT language
   1-yes
   0-no

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

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

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
   0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category:
   (indicate non-English language in each box)
   (if any information is not specified, cross out that heading and complete the rest of the chart)

<table>
<thead>
<tr>
<th>Language dominance</th>
<th>Monolingual</th>
<th>Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominance not specified</td>
<td>N=</td>
<td>N=</td>
</tr>
<tr>
<td>Mother tongue not specified</td>
<td>N=</td>
<td>N=</td>
</tr>
<tr>
<td>Not specified whether monolingual or bilingual</td>
<td>N=</td>
<td>N=</td>
</tr>
</tbody>
</table>

Int. Aud'70

"All of the teachers were fluent in both languages..."
7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

<table>
<thead>
<tr>
<th>Int. A ud. p 2</th>
<th>A Nonlingual</th>
<th>B Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E Dom</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>N-EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E Dom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E Dom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 N-EMT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: 7.4
(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 paraprofessionals not specified
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-d-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-d-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
(Mark all that apply) Specify cultural affiliation.

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P.R.</td>
<td>6 46</td>
<td>MA 7 12 100</td>
<td>ns</td>
</tr>
<tr>
<td>N.S.</td>
<td>7 54</td>
<td>P.R.S</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0-not specified

*See attached Xerox opposite*)
MANAGEMENT COMPONENT:

PLANNING AND ORGANIZING:

The management has enlisted the initial support of influential community leaders for impact and liaison purposes. Successful cooperation was immediate.

The children were separated into three distinct groups on the basis of psychological instrumentation as reported in the Baseline Data.

Six teachers were recruited from Puerto Rico for the most part. One was already a member of the Lorain School System. One was a product of the Lorain School System but college-trained in Puerto Rico. Another had relatives in Lorain. Although all were excellent teachers, the cultural gap was observable and they tended to maintain themselves in a somewhat isolated social and teaching role from other teachers in the system. Ultimately this seems to have contributed to their felt alienated position, and at this time it is felt that those teachers recruited in the Islands will probably not remain beyond the current school year. To insure continuity, it seems more effective and plausible therefore to recruit within the continental limits of the United States where attachments may be more easily established through identification and possibly closer geographic family ties.

An effective parent group was established early in October. No field trips were taken.
7.6 Selection of N-41T teachers from local community

0-not specified

Number of N-41T program teachers from local community ______ and ___% of total N-41T teachers.

7.7 Number and proportion of teachers and aides of same cultural background as N-41T students:

Indicate specific percent on the blank, or

- if specified descriptively,
  1-few
  2-some
  3-many
  4-most
  5-more than half

0-not specified

7.8 Teacher Qualifications - Training and experience prior to project

24-Elementary School Training

n.s.-qualifications not specified

1-previous courses not specified

2. 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

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

4. previous teaching through N-41T (in country where it is a native/native-like language, in Peace Corps)

5. courses in N-41T language structure and usage/linguistics or FL training

6. courses in N-41T literature or literacy in Spanish

7. must be bilingual

8. any previous education through N-41T/content of courses learned through:

9. courses in teaching ESL/audio lingual approach

10. courses in methods of teaching N-41T language/language development

11. courses in methods of teaching content (e.g. math) in N-41T

12. certification in ESL/or experience teaching ESL

13. certification in teaching N-41T

14. cross cultural courses

15. courses in the cultural heritage, values, deep culture of N-41T or travel

16. other qualifications, specify

17. staffing and recruitment was carried out within the standard set by the state.

8.0 STAFF DEVELOPMENT

8.1 A 2

B

0-No staff training mentioned

8.1.1 The project is offering training for teachers A. For B. For Para-

and/or para-professionals in the following areas: Teachers/para-professionals

(mark all that apply)

A. Staffing and recruitment

B. Cross-cultural courses

C. In-service teacher training

D. N-41T language proficiency

8.1.2 Training indicated, but nature not specified

1. English as a first or second language

2. The teaching of English as a second language

3. X
Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, no.'s

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-EMT (in country where it is a native/native-like language, in Peace Corps)
4. Previous teaching in local area/dive in the community
5. Courses in N-EMT language structure and usage/linguistics or FL training
6. Courses in N-E literature or literacy in Spanish
7. Must be bilingual
8. Any previous education through N-EMT/content of courses learned through
9. Courses in teaching ESL/audio lingual approach
10. Courses in methods of teaching N-EMT language/language development
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
14. Cross cultural courses
15. Courses in the cultural heritage, values, deep culture of N-EMT or
16. Other qualifications, specify

Staffing and recruitment was carried out within the standard set by the state.

8.1 A 2

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

1. N-EMT
2. EMT
3. Training indicated, but nature not specified
4. The teaching of English as a second language
5. X as their second language
6. The teaching of X as a second language
7. Methods of teaching other academic subjects
8. Methods of teaching other academic subjects
9. X language

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 bicultural component
9. Formulation of pupil performance objectives
10. Methods of evaluation of pupil performance objectives

List specific courses if given (or Xerox and attach)

To develop attitudes and skills necessary to operate equipment and effectively implement instructional materials
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
7-operation and maintenance of audio-visual equipment
8-training for project teachers and paraprofessionals is given by: 10-12

8.7 Training is provided:

1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)

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

1-bilingual
2-bicultural
3-NRT (specify background)

8.9 Training is provided:

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

8.10 Extent of training:

A-approximately equivalent to a college course
B-more than one course
C-less than one course
D-other (specify)

8.11 Number and proportion of teachers attending training:

0-not specified 6-most
1-10 7-many
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

7. Operation and maintenance of Audio-Visual Equipment

7.1 Paraprofessionals' role:

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

6. liaison with parents

8. 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)

7. Project Director

8. Number and Proportion of personnel giving teacher training who are:

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

9. Training is provided:

0: during a summer session
1: during the academic year
2: other (specify)

A: series of alternate Saturday workshops were available to the teachers

8.10 Extent of training:

B: (indicate no. of hours)

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. 1-100%
2. 2-more than 75%
3. 3-50-75%
4. 4-25-50%
5. 5-1-24%

9.0 Teachers' Attitudes

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

0: not mentioned
1: to N-MIT language or dialect
2: to N-MIT students - expectations of achievement
3: to N-MIT culture
4: prior to participation in bilingual project
5: after project training
6: after participation for a period of time in project
7: through a questionnaire
8: other (specify)

13: Teachers' attitudes were assessed, not mentioned

"The teachers in the program had a positive attitude..."
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)  
0—not specified  
1—team teaching  
2—cluster teaching  
3—shared resource teacher  
4—other (specify)  

10.2 Staff:  
0—not specified  
1—bilingual teacher  
2—ESL teacher  
3—bilingual coordinator  
4—aides or paraprofessionals  
5—consultant psychotherapist or guidance counselor  
6—other (specify)  

10.3 Average number of pupils per class:  
0—not specified  

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

10.5 Average number of M-RTT or bilingual aides (or paraprofessionals) per class:  
0—not specified  

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

11.0 INSTRUCTIONAL COMPONENT—DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)  
I  
II  
III  

M-RTT language will be maintained in program:  
0—not specified  
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 M-RTT group through M-RTT language to continue?  
0—not specified  
1—if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 12 13
10.3 Average number of pupils per class:
0—not specified

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

10.5 Average number of EFL or bilingual aides (or paraprofessionals) per class:
0—not specified

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

11.0 INSTRUCTIONAL COMPONENT — DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
</table>

- N-ENL language will be maintained in program:
  - as the alternative language of learning
  - for as long as desired
  - as the medium of instruction for special subject matter (e.g., cultural heritage)
  - 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 EFL group through N-ENL language to continue?

0—not specified
1-for a particular number of years:
   1 2 3 4 5 6 7 8 9 10 11 12 13

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

11.3 Second language learning is introduced in which grade:

<table>
<thead>
<tr>
<th>code: C = N.A. (if no ENL)</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>for each group</td>
<td>N.A.</td>
<td>Pre-K</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>I  N-ENL DOM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II  ENL DOM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III 3  DOM/MENT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**11.4** The current project will be linked to a future bilingual program at the indicated grade level: (indicate specific grade)

<table>
<thead>
<tr>
<th>Code: 00</th>
<th>0 not grades</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>13-college</th>
</tr>
</thead>
<tbody>
<tr>
<td>I I-3 Dom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II I-3 Dom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E-Dual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Code: 12 = College or University (Other professional training)
14 = Federal, State, or Private Vocational Job training

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

<table>
<thead>
<tr>
<th>Code: 00</th>
<th>0 not grades</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</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>III</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: 00</th>
<th>0 not grades</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</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>III</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-EN students who are N-EN dominant is:

<table>
<thead>
<tr>
<th>Min. per day of instruction through N-EN</th>
<th>Total Min. per day of any instruction</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>90</td>
<td>M, S, S, S, Span, LA</td>
<td>90%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Min. per day of instruction through N-EN</th>
<th>Total Min. per day of any instruction</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>90</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>M, S, S, S, Span, LA</td>
<td>20%</td>
</tr>
</tbody>
</table>
11.5 Second language learning for English dominant students is projected through grades: code: no N-HT specified 1 2 3 4 5 6 7 8 9 10 11 12

II ERT
II N-EHT/E Dom

11.6 Learning in their native language for Non-English dominant students is projected through grade: code: not specified/Grades 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-HT students who are N-E dominant is: see attached xeroxes for examples 10a-10b

code: O = not specified m = math s = science ss = social studies

<table>
<thead>
<tr>
<th>Class</th>
<th>Min. per day</th>
<th>Total Min. per day of instruction through N-HT</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-HT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>80</td>
<td>90</td>
<td>m, s, ss, span, LA</td>
<td>90 %</td>
</tr>
<tr>
<td>K</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>3</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>7</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>8</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>9</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>10</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>11</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
<tr>
<td>12</td>
<td>120</td>
<td>2.45</td>
<td>m, s, ss, span, LA</td>
<td>50 %</td>
</tr>
</tbody>
</table>

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

code: O = not specified N.A. = not applicable, no N-HT, E dom students

<table>
<thead>
<tr>
<th>Class</th>
<th>Min. per day</th>
<th>Total Min.</th>
<th>Subjects taught in native lang.</th>
<th>% of time per day of instruction through N-HT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K</td>
<td>20</td>
<td>90</td>
<td>s, ss (Both)</td>
<td>22 %</td>
</tr>
<tr>
<td>K</td>
<td>60</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>1</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>6</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>9</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
<td>245</td>
<td>s, ss (Both)</td>
<td>24 %</td>
</tr>
</tbody>
</table>

* The "Bilingual Group" which was found to be equally proficient in Spanish and English on PPVT was grouped with Eng. Mother Tongue and received Spanish enrichment until learned to read in Spanish.
<table>
<thead>
<tr>
<th>Time</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>Breakfast</td>
<td>Spanish Dominant</td>
</tr>
<tr>
<td></td>
<td>9:00</td>
<td>All students together</td>
</tr>
<tr>
<td></td>
<td>9:10</td>
<td>Greeting</td>
</tr>
<tr>
<td></td>
<td>9:20</td>
<td>Language Arts - Spanish</td>
</tr>
<tr>
<td></td>
<td>9:30</td>
<td>Language Arts - Spanish</td>
</tr>
<tr>
<td></td>
<td>9:40</td>
<td>Language Arts - Spanish</td>
</tr>
<tr>
<td></td>
<td>9:50</td>
<td>Language Arts - Spanish</td>
</tr>
<tr>
<td>10:00</td>
<td>10:00</td>
<td>All students together</td>
</tr>
<tr>
<td></td>
<td>10:15</td>
<td>Storytime etc. in Spanish</td>
</tr>
<tr>
<td></td>
<td>10:30</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td></td>
<td>11:00</td>
<td>All students together</td>
</tr>
<tr>
<td></td>
<td>11:10</td>
<td>All students together</td>
</tr>
<tr>
<td></td>
<td>11:30</td>
<td>DISMISSAL</td>
</tr>
<tr>
<td>Time</td>
<td>Min.</td>
<td>Spanish Dominant</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>8:45</td>
<td>15</td>
<td>All students together</td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td>30</td>
<td>Structured Spanish Language Development</td>
</tr>
<tr>
<td>9:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>30</td>
<td>Spanish Language Arts - Aide</td>
</tr>
<tr>
<td>10:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>15</td>
<td>All students together - recess - Aide</td>
</tr>
<tr>
<td>10:25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>25</td>
<td>Number work in Spanish</td>
</tr>
<tr>
<td>10:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>20</td>
<td>All students together - Social studies - Teacher</td>
</tr>
<tr>
<td>11:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>20</td>
<td>All students together - Manuscript writing - Teacher</td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40</td>
<td>10</td>
<td>Clean up and dismissal</td>
</tr>
</tbody>
</table>
## Proposed Primary Schedule - Bilingual Teacher

<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>10</td>
<td>All students together - Afternoon Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>30</td>
<td>Structured Spanish Language Development - Teacher</td>
<td>Oral Language Arts - Spanish - Aide</td>
<td>Spanish-as-a-second language - Teacher</td>
</tr>
<tr>
<td>1:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td>30</td>
<td>Spanish Language Arts - Aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10</td>
<td>15</td>
<td>All students together - recess - physical education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:25</td>
<td>25</td>
<td>Number work in Spanish - Teacher</td>
<td>Science lesson in Spanish - Aide</td>
<td></td>
</tr>
<tr>
<td>2:50</td>
<td>20</td>
<td>All students together - Arts and Crafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>15</td>
<td>All students together - music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>5</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Cooperative teaching plan - The Bilingual Teacher will teach subject content in Spanish to her own homeroom class and to the class of the cooperating English Dominant Teacher.

**Planning time:**
- Wednesday - 3:00 - 4:00 P.M. - Director and Cooperating 1st Grade Teachers
- Friday - 3:00 - 4:00 P.M. - Cooperating Teachers
- Aides conduct group activity
<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>15</td>
<td>All students together - Breakfast - Both Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>10</td>
<td>Morning Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>30</td>
<td>English-as-a-second Language - Teacher</td>
<td>English Language Arts - Aide</td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td>10</td>
<td>Oral Language Arts - English - Aide</td>
<td>Structured English Language Development - Teacher</td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>25</td>
<td>Science lesson in English - Aide</td>
<td>Number work in English - Teacher</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>20</td>
<td>All students together - Social Studies - in English - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>20</td>
<td>All students together - Manuscript writing - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>10</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All students together - Reces - Aide

Structured English Language Development - Teacher

Number work in English - Teacher

Manuscript writing - Teacher
<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All students together - Afternoon Opening</td>
<td>All students together - recess - physical education</td>
<td>English Language Arts - Aide</td>
</tr>
<tr>
<td>1:00</td>
<td>10</td>
<td>English-as-a-Second Language - Teacher</td>
<td>Science lesson in English - Number work in English - Teacher</td>
<td>English Language Development - Teacher</td>
</tr>
<tr>
<td>1:10</td>
<td>30</td>
<td>Oral Language Arts</td>
<td>All students together - Arts and Crafts</td>
<td>English Language Arts - Aide</td>
</tr>
<tr>
<td>1:20</td>
<td>2:10</td>
<td>English - Aide</td>
<td>Aide</td>
<td>Aide</td>
</tr>
<tr>
<td>1:40</td>
<td>2:25</td>
<td>All students together - music</td>
<td>All students together - Arts and Crafts</td>
<td>Aide</td>
</tr>
<tr>
<td>2:10</td>
<td>2:50</td>
<td>English Language Arts</td>
<td>Aide</td>
<td>Aide</td>
</tr>
<tr>
<td>2:25</td>
<td>3:10</td>
<td>All students together - music</td>
<td>All students together - Arts and Crafts</td>
<td>Aide</td>
</tr>
<tr>
<td>2:30</td>
<td>3:25</td>
<td>All students together - music</td>
<td>All students together - Arts and Crafts</td>
<td>Aide</td>
</tr>
<tr>
<td>2:50</td>
<td>3:30</td>
<td>Clean up and dismissal</td>
<td>Aide</td>
<td>Aide</td>
</tr>
</tbody>
</table>

**Note:** Cooperative teaching plan - The English Dominant Teacher will teach subject content in English to her own homeroom class and to the class of the cooperating Bilingual Teacher.

**Planning Time:**
- Wednesday - 3:00 - 4:00 P.M. - Director and Cooperating 1st Grade Teachers
- Friday - 3:00 - 4:00 P.M. - Cooperating Teachers

Aides conduct group activity.
<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td></td>
<td>All students together - Breakfast - Both Languages</td>
<td></td>
<td>Spanish-as-a-second language-Teacher</td>
</tr>
<tr>
<td>9:00</td>
<td>15</td>
<td></td>
<td></td>
<td>Oral Language Arts - Spanish aide</td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td>Morning Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td>30</td>
<td>Spanish Language Development - (oral language,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>spelling composition) - aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>30</td>
<td>Reading - Spanish Teacher - 1st group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>15</td>
<td>All students together - recess - aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>25</td>
<td>Number work in Spanish - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>25</td>
<td>Class Project - aide - (science, social studies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>20</td>
<td>All students together - Manuscript writing - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(cursive writing 2nd semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40</td>
<td>10</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROPOSED SECOND GRADE SCHEDULE - BILINGUAL TEACHER

<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>10</td>
<td>All students together - Afternoon Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>10</td>
<td></td>
<td></td>
<td>Span6h-as-a-second language-teacher</td>
</tr>
<tr>
<td>1:40</td>
<td>30</td>
<td>Spanish Language Development (oral language, Spelling, composition) - aide</td>
<td></td>
<td>Oral language Arts, Spanish - aide</td>
</tr>
<tr>
<td>2:10</td>
<td>30</td>
<td>Reading, Spanish - Teacher 1st group</td>
<td></td>
<td>Class project (science, social studies) - aide</td>
</tr>
<tr>
<td>2:25</td>
<td>15</td>
<td>All students together - recess - physical education</td>
<td></td>
<td>Reading, Spanish - Teacher - 2nd group</td>
</tr>
<tr>
<td>2:50</td>
<td>25</td>
<td>Number work in Spanish - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50</td>
<td>20</td>
<td>Class project (science, social studies) - aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>15</td>
<td>All students together - music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:25</td>
<td>5</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Cooperative teaching plan. The Bilingual Teacher will teach subject content in Spanish to her own homeroom class and to the class of the cooperating English Dominant Teacher.

- Tuesday - 3:00 - 4:00 p.m. - Director and Cooperating 2nd Grade Teachers
- Thursday - 3:00 - 4:00 p.m. - Cooperating Teachers
- Aides conduct group activity
<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>15</td>
<td>All students together - Breakfast - Both languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>10</td>
<td>Morning Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td>30</td>
<td>English-as-a-second Language, Teacher</td>
<td>English Language Development - (oral language spelling, composition) - aide</td>
<td></td>
</tr>
<tr>
<td>9:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>30</td>
<td>Oral Language Arts</td>
<td>Reading - Teacher 1st Group</td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>15</td>
<td>All students together - recess - aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>25</td>
<td>Art project - aide</td>
<td>Number work in English - Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(science, social studies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>20</td>
<td>Reading - Teacher 2nd group</td>
<td>Art Project - aide (science, social studies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>20</td>
<td>All students together - Manuscript writing - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(cursive writing 2nd semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40</td>
<td>10</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PROPOSED SECOND GRADE SCHEDULE - ENGLISH DOMINANT TEACHER

<table>
<thead>
<tr>
<th>Time</th>
<th>Min.</th>
<th>Spanish Dominant</th>
<th>Bilingual</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>10</td>
<td>All students together - Afternoon Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td>10</td>
<td></td>
<td>English Language Development - oral language spelling, composition - aide</td>
<td></td>
</tr>
<tr>
<td>2:10</td>
<td>30</td>
<td>English-as-a-second Language, Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10</td>
<td>30</td>
<td>Oral Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10</td>
<td></td>
<td>English - aide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:25</td>
<td>15</td>
<td>All students together - recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50</td>
<td>25</td>
<td>Class project - aide (science, social studies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>20</td>
<td>Reading - Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td></td>
<td>2nd group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:10</td>
<td>15</td>
<td>All students together - music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:25</td>
<td>5</td>
<td>Clean up and dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Cooperative teaching plan - The English Dominant Teacher will teach subjective content in English to her own homeroom class and to the class of the cooperating Bilingual Teacher.

**Planning Time:**
- Tuesday - 3:00 - 4:00 P.M. - Director and Cooperating 2nd Grade Teachers
- Thursday - 3:00 - 4:00 P.M. - Cooperating Teachers
- Aides conduct group activity.
11.13 1-Program is one-way - only non-English mother tongue students (including N-EUT-English dominant). English mother tongue students do not receive instruction in a second language.
0-no English mother tongue students
2-2 way - E.T 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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>N.A.</td>
<td>not applicable, no English IT students</td>
</tr>
</tbody>
</table>

11.15

<table>
<thead>
<tr>
<th>Code</th>
<th>Subjects taught in second language as % of instructional time per day through N-EIT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>N.A.</td>
<td>not applicable, no English IT students</td>
</tr>
</tbody>
</table>

11.16

<table>
<thead>
<tr>
<th>Code</th>
<th>Subjects taught in second language as % of instructional time per day through N-EIT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>N.A.</td>
<td>not applicable, no English IT students</td>
</tr>
</tbody>
</table>

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

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

See xeroxes opposite for examples
See xerose opposite for examples

1.17 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-KMT pupils.
8—other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

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

2—Transformational-cognitive approach

"The teacher will use the conversation approach to teaching the Spanish oral language by asking questions and guiding the children to give appropriate answers."
2a-inductive - generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

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

Grammar - Translation method

13.0 Dominant and second language skills sequence

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

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

13.0 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 lang second</td>
<td>Eng dom students</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 learning listening-speaking skills in dominant language taught

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

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

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

---

*EDUCATION RESOURCES INFORMATION CENTER (ERIC)
13.5 Reading is introduced:
- individually, when child is ready
- or at a specific time during grade: 1
  - 1
  - 2
  - 3

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

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

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

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

1-School 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), not as a separate subject.

4-Other (specify)
13.6 Reading readiness is determined by:
1-test of reading readiness  
2-informal teacher assessment 

<table>
<thead>
<tr>
<th>Eval.</th>
<th>Design</th>
<th>13.6 IA</th>
<th>13.6 IIB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>n.s.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>n.s.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>13.7 IA</th>
<th>13.7 IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>13.8 IA</th>
<th>13.8 IIB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

6-not specified

7-other (specify)

To provide a math and science curriculum in Spanish and English.
### 15.0 TREATMENT OF CHILD'S LANGUAGE:

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

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

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

3. Other (specify)

4. Not specified

### 16.0 MATERIALS

#### 16.1 Reading Materials Types

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistically based</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>(Herrill or Miami Linguistic readers, ITA, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan Oral Lang. Series</td>
<td>X</td>
<td>IIA</td>
</tr>
</tbody>
</table>

2. Basal readers

3. Dialect readers

4. Experience charts (stories dictated by children)

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

- Grade 1
- Grade 2
- Grade 3
- Beyond Grade 3
- Not specified

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

- Pattern drills
- Choral repetition
- Songs
- Programmed instruction
- Audio-visual aids
- Nursery rhymes
- Poems
- Stories read to children
- Int. Aud. 70
- P 2.3

### Notes

- The teacher will require that the students use the standard Spanish as stipulated by the 9th grade Spanish program in Lorain.
2-The child's language is corrected-the teacher points out errors and demonstrates the standard form.

3-Other (specify)
0-Not specified

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

1-Linguistically based
   (Herrill or Miami Linguistic readers, ITX, etc.)
   Michigan Oral Lang. Series

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

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

16.3 The following are techniques and materials used for second language learning:
0-none specified

Int. Audio: pattern drills, dialog memorization, choral repetition, songs, programmed instruction, stories read to children, audiovisual aides, films, flannel or magnetic boards, realia, graphic displays, records, tapes, listening centers, multi-media approach, role playing, puppetry, experience charts, primary typewriter, learning through direct experience with materials e.g. Montessori, activity centers-chosen by child, other (specify)

Learning outside the classroom:
Field trips, suggested TV programs, other (specify)

Bicultural Holiday and Fiesta curriculum, Spanish Storybooks
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-commerially 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-EMT 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

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-separate for native and second language learning into 
dominant language groups
6-separate 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) & more than ①/② the time ② Less than ①/② the time 
0-not specified
1-total class
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency 
(ex. level of reading skill)
n.a. not applicable

children will be grouped according to performance 
on tests, report cards, and evaluations.
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document See Xerox

17.0 STUDENT GROUPING

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

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

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency (ex. level of reading skill)
5-by language proficiency
6-by other (specify)

18.0 TUTORING

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

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
0-area not specified
1-inter-ethnic (N-ENT aide tutors EMT students)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
To enable the English dominant children to significantly show proficiency in oral Spanish language conversation and reading Spanish after 5 years in the bilingual program.

To enhance the concept of self through acceptance of the culture of the dominant Spanish children and through inclusion of bicultural materials in classroom activities.

To enable the children to progress through the grades with their peers while using the dominant language for instruction in subject content.

To develop greater parent and community involvement as shown by increased participation in bilingual program activities.

MODIFICATIONS OR REFINEMENTS OF THE PROGRAM AS ORIGINALLY APPROVED.

The Baseline Data revealed that the children needed extensive language development in both English and Spanish. In comparing the Peabody Picture Vocabulary Test raw scores in Spanish and English it was found that some children scored equally well in both languages. Therefore, there were three groups: the dominant English, the dominant Spanish, and a bilingual group. Modifications were then made to include this bilingual group in the lesson planning. The bilingual child was taught subject matter in English along with the dominant English child. Spanish language enrichment was provided to enable the bilingual
child to proceed into Spanish reading when judged ready by the teacher. The original proposal included the Lowell School Kindergarten, however, these classes were not included in the first year's bilingual program as planned because of unavailable bilingual staff.

E. GENERAL ASSESSMENT OF THE IMPACT OF THE FIRST YEAR'S OPERATION.

The novelty of hearing and speaking Spanish in the classroom and school created a congenial atmosphere for the students, parents, and teachers of Kindergarten and First Grade during the first few days of school. It remained strange to other staff and dominant English speaking children for a while. The children accepted Spanish more readily than the adults because they were part of the bilingual program learning Spanish-as-a-second language. The students also live in a community where Spanish is heard on the street, in the store, in church, and among their friends, therefore, the language is already part of their life.

Their parents in general accepted the program. At the first general meeting questions were asked by those who wondered if the educational program in English would be effective. When they were reassured that the English program taught systemwide would be taught to the dominant English children their fears were removed. Parents were invited to visit the classes whenever they wanted to and this eased their minds too. The Spanish-speaking parents were very pleased with the program but there were a few who also asked whether their children would learn English. They had to be reassured that English would be taught to their children while progressing in subject matter in Spanish. The Parent Advisory Council included parents of all groups. Their interaction at meetings was positive and included questions among themselves.

The teachers in the program had a positive attitude about the bilingual education. The scarcity
INSTRUCTIONAL MATERIALS

LANGUAGE ARTS


- Bilingual Conceptual Development Guide Pre-school
- English Guide - Kindergarten
- Spanish Guide - Kindergarten
- Interdisciplinary Oral Language Guide Primary One, Part I
  Part II
  Part III
  Part IV

Developing Language Curricula: Programed Exercises for Teachers

Por El Mundo del Cuento y la Aventura - Reading Series

Laidlaw Brothers Publishers
- En El Hogar y En la Escuela
- Camino de la Escuela
- Aprendemos a Leer
- Nuestros Amigos
- Guía para el Maestro para el Programa del Primer Grado
- Del Campo Al Pueblo
  Guía
- Aventuras Maravillosas
  Guía
- Conozcamos a Puerto Rico
  Guía

Miami Linguistic Series

D.C. Heath and Company
- Biff and Tiff Level One-A
  Teachers' Manual
- Kid Kit and the Catfish Level One-B
  Teacher's Manual
- Nat the Rat Level Two
  Teachers' Manual
- Tug Duck and Buzz Bug Level Three
  The Sack Hut Plateau: Levels One-Three
  Teachers' Manual for Tug Duck and Buzz Bug and the Sack Hut

(cont'd.)
INSTRUCTIONAL MATERIALS (cont'd.)

LANGUAGE ARTS

On the Rock in the Pond Level Four
Teachers' Manual
The Picnic Ship Level Five
Teachers' Manual
Hot Corn Muffins Level Six
The Camping Trip Plateau: Levels Four-Six

Hablan los niños
National Textbook Company
Teacher's guide, tapes, flash cards,
filmstrips and record

La Primera Fonética
Bishop and Mohrman
Manual
Workbooks

Rock Kit, Level 1
Bell and Howell Language Cards
Melton Book Company Inc.

MATHEMATICS

Matemática para la Educación Primaria -
Addison Wesley Publishing Co.
Libros Pre-escolar
Guía del Maestro
Libro 1
Guía del Maestro para el primer grado

LIBRARY BOOKS (Teachers and Children)

Cenicienta
Blanca nieves y los enanos
Bella Durmiente

(cont'd.)
LIBRARY BOOKS

INSTRUCTIONAL MATERIALS (cont'd.)

Cristóbal y el Colón
Explorando el espacio
El águila y el escarabajo
El cabrero y las cabras monteses
El lobo y el cordero
La zorra y el leñador
El grillito chirrín
El ciervo vanidoso
El león astuto
Osito (Little Bear)
Danielito y el Dinosauro (Danny and the Dinosaur)
Aquí viene el Ponchado (Here comes the Strikeout)
El caso del Forastero Hambriento (The case of the Hungry Stranger)
Teresita y las Orugas (Terry and the Caterpillars)
Los Camioneros - ¿Qué hacen? (Truck Drivers: What Do They Do?)
La opinión ajena
La liebre y la tortuga
El pastor bromista
El conejo de la suerte
Tom y Jerry dibujante
Las Aves
Zorro
Bambi
Pinocho y la ballena
Colección "Grandes Albúmes Eva"
Los Tres Cerditos y El Lobo
La Casita De Chocolate
El Patito Encantado
El Cuento De La Vaca
Colección "Primeras Letras"
Abecedario Musical
Los Colores
Cuentame Un Cuento
Una, Dos, Tres
Dormilón
El Perro Bombero
La Casa que Hizo Juan
Cucurucho El Payaso
Periodical - Que Tal (First Year) -
Cassell's Spanish Dictionary

(cont'd.)
INSTRUCTIONAL MATERIALS (cont'd.)

LIBRARY BOOKS

Best of Singing Games - Book
Complete Nursery Song Book
Spanish for Young Americans
    Library Package # 8442-7688
Merry-Go-Round of Games in Spanish
Español para el bilingüe
    Marie Esman Barker
Español para los hispanos
    Paulline Baker

FILMSTRIPS

Treasury of Fairy Tales - Spoken Arts
    Sound Filmstrip Sets/Spanish Cassettes SFS No. 1C, 2C, 3C - Weston Woods
Spanish Full-Color Filmstrips with Script
    Little Red Riding Hood
    Thumbelina
    Goldenlocks and the Three Pears
    The Ugly Little Duck
Fair Tale Magic Stories Sound Filmstrip Series No. 6429
Christmas Songs in Spanish Filmstrip
    Record for 847-3

RECORDS

Sing and Speak Spanish
    Album 1 - Lower Grades Dos y Dos etc.
    Album 2 - Lower Grades El Patio de mi Casa etc.
    Album 3 - All Grades Holiday Songs
    (Each Album - 12" - 33 1/3 RPM LP record)
Folk Songs and Dances from Puerto Rico (1-12" 33 1/3 RPM LP record)
Tuneful Tales - Record Series No. 5190
    ABC and One to Ten 1-10" 78 RPM
Action Songs and Rounds 1-12" 33 1/3 RPM
    Finger Play (Kg-2) 1-12" 33 1/2 RPM
Spanish Songs for Children

EMENTAL MATERIALS

Creative Playthings
SUPPLEMENTAL MATERIALS

Lift-out Puzzles Vehicles No. WT736
Objects No. WT747
Visual Games No. WN004

Look-in Puzzles Farm No. WT900
Shops No. WT901
Vehicles No. WT902
Matchmates No. WN125
Bruna Puzzles
Bear No. WT875
Eskimo No. WT876
Farm No. WT877
Turn-a-Word No. WR446
People Finger Puppets No. WG625
Animal Finger Puppets No. WG447
Differences Puzzles No. WT749
18.3 Parent tutoring: (mark all that apply)

- no-not mentioned
- 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-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
- 2-a non-graded classroom; pupils of different ages are grouped together during part of the school day
- 3-flexible or modular scheduling
- 4-small group instruction
- 5-individualized learning
- 6-open classroom
- 7-guided discovery and inquiry
- 8-a curriculum which is both child and subject-centered
- 9-others (specify)
- 10-if the program includes activities which complement experiences children encounter in the home, community and through mass media 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 (e.g., grouping round and square objects)
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:

1. Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2. A non-graded classroom: pupils of different ages are grouped together during part of the school day.
3. Flexible or modular scheduling.
4. Small group instruction.
5. Individualized learning.
6. Open classroom.
8. A curriculum which is both child and subject-centered.
10. If the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0. Method not mentioned.
1. Structured environment rich with materials child can manipulate.
2. Non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction.
3. Labeling and discussion of concepts related to time, space, distance, position.
4. Labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes).
5. Direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6. Direct experience of math through discovery rather than instruction.
7. Other (specify or xerox) p. no. and document.

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

0. Method not mentioned.
1. Specify or xerox p. no. and document.

n.a. - No grade 4 or later grades.
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 

To enhance the concept of self through acceptance of the culture of the dominant Spanish children and the inclusion of bicultural materials in classroom activities.

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

22.0 LEARNING STRATEGIES

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

23.0  BICULTURAL COMPONENT
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 #

To enhance the concept of self through acceptance of the culture

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

22.0 LEARNING STRATEGIES

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

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, reals, crafts of both cultures are exhibited in the classroom
   6-language and cultural content are integrated
   7-other (specify)
23.2 Cross-cultural awareness: 23.2

If project mentions specific values or modes of behavior of N-ENT culture, please summarize below: (or attach xerox) found in document, page __________, 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-ENT culture involves (mark all that apply) 23.4

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-ENT or ENT
8—Other (specify)

23.5 American culture is defined: 23.5

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-NLT 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 NLT or N
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

Project Libras has been a cooperative community library program in serving the school through story reading to Spanish speaking children.

70-16 Spanish books are being set up in a special section in the Lorain Public Library.
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 - bilingual newsletter
2 - monolingual newsletter
3 - news sent to mass media.
4 - if articles included with project, check 4
5 - bilingual fliers sent home
6 - formal meetings
7 - informal meetings open to entire community
8 - meetings conducted in both languages
9 - home visits
10 - other (specify)

Note: Invitations to meetings will be offered by letter, public announcement and radio programs.

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

0 - type not specified
1 - existing community groups working with program
2 - bilingual questionnaires
3 - community-school staff committees
4 - community advisory groups
5 - formal meetings open to the entire community
6 - informal meetings with community groups
7 - other (specify)
8 - project director personally seeks involvement of community in program. specify how

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

0 - no mention of school seeking to be informed about community
1 - meetings open to the entire community conducted in both languages
2 - community representatives to the school
3 - bilingual questionnaire sent to the home
4 - home visits by school personnel
5 - other (specify)
6 - method not specified

7 - various community organizations

24.6 The school is open to the community through:

24.4 Community involvement in the formulation of school policies and programs is sought through:
- 0-type not specified
- no-not sought
- 1-existing community groups working with program
- 2-bilingual questionnaires
- 3-community-school staff committees
- 4-community advisory groups
- 5-formal meetings open to the entire community
- 6-informal meetings with community groups
- 7-other (specify)
- 8-project director personally seeks involvement of community in program. Specify how

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

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

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
- 1-newspaper articles
- 2-radio programs
- 3-TV programs
- 4-video-tapes
- 5-films
- 6-visitors to observe the program
provided the staff members the much needed security and confidence through consulting, coordinating and conferring with each other as well as key school personnel and consultants.

Community Involvement Program

One of the truly outstanding achievements of the Lorain Bilingual Project has been the emphasis placed upon involving all segments of the community by the Project Director. Due to the Project Director's previous identification and association with the total community in a wide variety of capacities, the parental and community involvement has been extensive. The interest, enthusiasm and expectations of the project are indeed high in both the school and local community.

The community involvement may be summarized in six categories: first, the general parent meetings which have included orientation meetings, open houses and volunteer parent group meetings. The parents of every child in the project have attended some of these meetings wherein the project was explained, classroom visitations were conducted and the role of the parents was outlined. Second, four meetings of the newly formed Parent Advisory Council have been conducted. Numerous influential community leaders, members of the Latin-American Council and selected parents are participating members of this Parent Advisory Council. As a result of a suggestion made during a Parent Advisory Council Meeting, cassettes and tape recorders are provided on a loan basis that parents may avail themselves of instructional material either for their personal use, or for structured reinforcement material for their children to sustain their language skills. Third, individual parent-teacher conferences have been scheduled and nearly ninety-five percent of the parents have availed themselves of the opportunity to discuss their child's progress and the nature of the program with the certificated teachers and
Fourth, numerous visitations and letters of inquiry have been made by interested persons. Two out of city high school Spanish classes have made visitations to the project and have talked with both the faculty members and the children. Several members of the Cleveland Board of Education for the Catholic Schools observed the classes in operation and were interested in the nature of the instructional procedures and the wide variety of available materials. Members of the Oberlin College MAT Program have made frequent observations and visitations. An inter-visitiation exchange with the staff members has been discussed for a possible future date. Members of P.T.U. groups within the community have made visitations and have invited members of the staff to discuss the nature of the project at their scheduled monthly meetings. Plans are also currently underway to involve the staff members in the Lorain County Curricula Workshop Meetings which will be a series of meetings to be conducted in the near future. The Project Director and Evaluator have appeared on the program of the Lake Erie Principals Association's Meetings.

Fifth, the establishment of a weekly Spanish story hour has been provided at one of the branch libraries and has received an enthusiastic initial reception. Sixth, the Lorain Bilingual Project has been invited to be a field trial center for Spanish Curricula Development Center, Dade County, Florida. Dr. Hugo Lijeron, Director of the Spanish Program, University of Akron, who is serving as a consultant for one of the Bilingual Spanish Institutes, plans to utilize numerous video tapes and instructional media developed in the Lorain Bilingual Project at the Bilingual Spanish Workshop to be held at the University of Chicago.
25.2 Project's impact:
1-Project mentions that other classes in the school, but
not in the program have picked up methods or material from
the bilingual program
2-Project mentions other schools in the local educational system
have started bilingual programs
3-Project mentions that a university has instituted teacher
training courses in bilingual education to meet staff develop-
ment needs

26.0 ROLE OF EVALUATOR

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

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

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

27.0 EVALUATION PROCEDURE

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

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