This content analysis schedule for the Colorado City Center to Aid Bilingual Education 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 additional information on suggested instructional materials and community and parent involvement. (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 UNVERIFIED

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

Give Dates and Note if Evaluation is included in continuation.

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<th>2nd year</th>
<th>3rd year</th>
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant: Vlad Zajic - M.S. Shore  Date: July 72

0.2 Name of Project: Colorado City Center to Aid Bilingual Education
0.3 Address of Project: Colorado City, Independent School District
0.4 Colorado City, Texas 79512

STATE

<table>
<thead>
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<th>No.</th>
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1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:
see Project No. 67 - 1965
Project No. 67 - 1971

2.0 FUNDING (Mark all that apply)

2.1 Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0 - no prior funding mentioned

2.2 Year prior funding began

2.3 Prior bilingual program involved:
1 - early childhood (pre K + K)
2 - elementary students (grades 1-6)
3 - secondary students (grades 7-12)
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:

0 - no concurrent program mentioned
STATE

1-Alaska  11-Louisiana  21-Oklahoma
2-Arizona   12-Maine    22-Oregon
3-California 13-Massachusetts 23-Pennsylvania
4-Colorado   14-Michigan 24-Puerto Rico
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-Virginia
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. 1970 - 1971

2.0 FUNDING (Mark all that apply)

2.1 Any PZ10:1 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-federal (specify)
4-university
5-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:
3-local
4-federal (specify)
5-state
6-other (specify)
7-university

2.8 Total Title VII grant (first year only)

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

0.1-If a UNIVERSITY is working with the Title VII program, specify which:
0-none

1.07
0
1
1
2
4
5
59,343
12,340
0
4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:
- one
- four
- two
- five
- three
- other

4.2 Total number of students in program:
- A. First year: 60
- B. Second year: 213
- C. Third year: 

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

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<td>PSK</td>
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<td>TOTAL No. students PS and K</td>
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<th>Number of Classes</th>
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<td>5-grade</td>
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<tr>
<td>6-grade</td>
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<tr>
<td>TOTAL students gr. 1-6</td>
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</table>

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

If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

1. Total Non-English Mother Tongue

<table>
<thead>
<tr>
<th>Non-English Dominant</th>
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<tr>
<td>I. N-E Dom - MNT</td>
<td>II. E-Dom - MNT</td>
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<tr>
<td>109 M.A.</td>
<td>104 E Dom MNT</td>
</tr>
<tr>
<td>NE Dom: I</td>
<td>II1</td>
</tr>
<tr>
<td>II2 E-Dom - MNT</td>
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</tr>
<tr>
<td>II</td>
<td>104 E Dom MNT</td>
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<tr>
<td>I</td>
<td>109 54</td>
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2. Total English Mother-Tongue

<table>
<thead>
<tr>
<th>Total Non-English Dominant</th>
<th>Total English Dominant</th>
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<tbody>
<tr>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>109</td>
<td>104</td>
</tr>
</tbody>
</table>
grace ananurdoe

0. Students py
(by second year)

Number of
Gr-de Classes
PS-PreSchool
1
Kndgtn
3
TOTAL NO. students PS and K
5

Gr-de
1-grade 1
2-grade 2
3-grade 3
4-grade 4
5-grade 5
6-grade 6
A 125 TOTAL students gr. 1-6

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

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

1. Total Non-English Mother Tongue
I. N-E Dom - N-ENGLISH
II. E-Dom - N-ENGLISH

109 M.A.

2. Total English Mother-Tongue
I Total Non-English Dominant: 109 II Total English Dominant: 104

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

1. Total Non-English Mother Tongue
I. N-E Dom - N-ENGLISH
II. E-Dom - N-ENGLISH

109 M.A.

2. Total English Mother-Tongue
I Total Non-English Dominant: 109 II Total English Dominant: 104

Key:
Non-English Dominant
E-Dom E-ENGLISH
N-E Dom N-ENGLISH

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

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

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

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

<table>
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<th>Indigenous Americans:</th>
<th>Number</th>
<th>Per Cent of Total Students</th>
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<tbody>
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<td>A2 Cherokee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Americans of other ethnic backgrounds: |

| B1 Mexican-American | B1.109 |
| B2 Puerto-Rican     | B2.51 |
| B3 Cuban            | B3.51 |
| B4 Other Spanish-American (specify) | B4.51 |
| B TOTAL No. of Spanish-speaking Americans | B.51 |

| C Portuguese-American | C.51 |
| D Franco-American     | D.51 |
| E Chinese-American   | E.51 |
| F Eskimo             | F.51 |
| G Russian            | G.51 |
| H Other              | H.51 |

I TOTAL number of N-EMT target students | 109.51%

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

| E1 N. S. | E1.51 |
| E2       | E2.51 |

II TOTAL number of EMT students other than target population | 104.49%

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>Spanish</td>
<td>104</td>
<td>51.51%</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>%</td>
<td>not</td>
</tr>
<tr>
<td>-------</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>E</td>
<td>104</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

<table>
<thead>
<tr>
<th>Ethnic Identity</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td>109</td>
<td>51</td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>C Portuguese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Chinese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Eskimo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II TOTAL number of E-MT students other than target population: 109, 49%

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>Spanish</td>
<td>N.S.</td>
<td>N.S.</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 spec.</td>
<td>No.</td>
</tr>
<tr>
<td>E</td>
<td>104 English American</td>
<td>49</td>
</tr>
<tr>
<td>A</td>
<td>Navajo</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Cherokee</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Keresan</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Other (spec.)</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Spanish</td>
<td>51</td>
</tr>
<tr>
<td>C</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Eskimo</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Other (spec.)</td>
<td></td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and English as Mother Tongue
Students are required in the bilingual program
2 - Only N-EMT are required
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-join pupils in project area: see Chart C
n.s. - not specified on the chart

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

5.9 A. Socio-economic status of N-EMT participating students
(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)
O.A. - not applicable (no EMT)
O.O. - not specified

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

6.0 SOCIOLINGUISTIC SURVEY

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

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

6.3 Language dominance of N-EMT groups (check: A. parents, B. children, C. teachers)
will be determined by the extent each language is used in different domains
through various means of communication.
e.g. specify extent descriptively: never, sometimes, always
A. USE NON-ENGLISH LANG.
B. USE ENGLISH LANG.
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-ENT participating students
   - (indicate specific percent of low SES)
   B. Average family income, if mentioned
   - n.a. - not specified

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:

I for N-ENT group II for HMT 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-ENT II HMT
1 parents
2 children
3 teachers
4 community
5 others
(specify)

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

USE NON-ENGLISH LANG. USE ENGLISH

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

always always
always
always
always
always
always
always
always
always
always

5.9 A. 100% p.14
5.9 B. ns.
5.10 ns
5.11 2%
6.1 I 0 II 0
6.2 I ns II ns
6.3 A
6.3 B
5 inferred p.14
6.4 If not included in survey, how was student’s language dominance determined?

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-EN</td>
<td>EN</td>
</tr>
<tr>
<td>1-inferred by use of surname</td>
<td>Ns</td>
</tr>
<tr>
<td>2-established by formal testing of students</td>
<td>Ns</td>
</tr>
<tr>
<td>3-assessed by informal means (specify how)</td>
<td>Ns</td>
</tr>
<tr>
<td>4-not mentioned how language dominance was determined</td>
<td>Ns</td>
</tr>
</tbody>
</table>

6.5 Sociolinguistic Survey: (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).

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Sociolinguistic survey includes items covering:

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

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>will not be assessed</td>
<td>will be assessed, method not specified</td>
<td>has been or will be assessed by method other than sociolinguistic survey (specify how) interviews - 95% positive attitude</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>not mentioned</td>
</tr>
</tbody>
</table>

7.0 STAFF SELECTION

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

(indicate non-English language in each box)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language dominance not specified</td>
<td>Mother tongue not specified</td>
<td>not specified whether monolingual or bilingual</td>
</tr>
</tbody>
</table>

(if any information is not specified, cross out that heading and complete the row as indicated.)
6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no

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

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

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how) interviews = 95% positive attitude

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g., transfer or maintenance instructional programs)
1-After sociolinguistic survey is made, how does it influence
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. Mother tongue not specified
3. Not specified whether monolingual or bilingual

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

A Total Number
B Total Number

Total Number of Teachers

---

Cp9
Cp51
Cp4
7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

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

A Nonlingual B Bilingual

I N-E Dom N-ENT
II E Dom ENT
II E Dom N-ENT

A Total Number B Total Number N Total Number
Monolingual 0 4
Bilingual

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 project aides or paraprofessionals:

(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

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

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

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

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

0-language(s) used by teachers not specified

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

1-Bilingual aides instruct in only one language

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

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

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

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

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

NS  *MA 2 50  *Anglo  MA 1 100

0-not specified  * 492  p49

---
7.6 Selection of N-ELT teachers from local community

0-not specified

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

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

indicate specific percent on the blank; or

if specified descriptively,

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

7.8 Teacher Qualifications - Training and experience prior to project

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

n.s.-qualifications not specified

0-previous courses not specified

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

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

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

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

5. courses in N-ELT language structure and usage, linguistics or FL training

6. courses in N-ELT literature or literacy in Spanish

7. must be bilingual

8. any previous education through N-ELT/content of courses learned through

9. courses in teaching ESL/audio lingual approach

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

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

12. certification in ESL or experience teaching ESL

13. certification in teaching N-ELT

14. cross cultural courses

15. courses in the cultural heritage, values, deep culture of N-ELT or

16. other qualifications, specify

8.0 STAFF DEVELOPMENT

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

(nick all that apply)

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

1.English as their second language

2. The teaching of English as a second language

3. X as their second language

4. The teaching of X as a second language

5. Methods of teaching other academic subjects

6. Methods of teaching other academic subjects in X language
7. Teacher Qualifications - Training and Experience Prior to Project

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

n.s. - qualifications not specified
0 - previous courses not specified
1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency test
3. previous teaching through N-EMT (in country where X is a native/near-native language, in Peace Corps)
4. previous teaching in local area/live in the community
5. courses in N-EMT language structure and usage/linguistics or FL training
6. courses in N-E literature or literacy in Spanish
7. must be bilingual
8. any previous education through N-EMT/content of courses learned through N-EMT
9. courses in teaching ESL/auditing bilingual 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 for 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

8.0 STAFF DEVELOPMENT

8.1 A 7 B n. s.

0 - No staff training mentioned

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

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

7 Oral Spanish development

8.2 Stated goals of teacher training are:

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

List specific courses if given (or Xerox and attach)

See Xerox facing p. 17a
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. visits to other bilingual projects

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
   how? work harmoniously with teacher
6. liaison with parents

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

A. for teachers
B. for aides

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

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

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

8.9 Training is provided:

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

8.10 Extent of training:

A. approximately equivalent to a college course
B. indicate no. of hours

5 weekly
6 monthly
7 bi-monthly

8.11 Number and proportion of teachers attending training:

100
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

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply)
A for teachers
B for aides
0- not specified
1- University faculty
2- project's Master Teachers
3- project's teachers
4- other (specify)

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

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

8.10 Extent of training:
A 1- approximately equivalent to a college course
2- more than one course
3- less than one course
4- other (specify) not specified

8.11 Number and Proportion of teachers attending training:
or: if specified descriptively, indicate:
0- not specified
1- 100%
2- more than 75%
3- 50-74%
4- 25-50%
5- 1-24%
6- most
7- many
8- few
9- other (specify)

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply)
0- not mentioned
1- to N-EN language or dialect
2- to N-EN students' expectations of achievement
3- to N-EN 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)
### Staff Patterns

- **10.1 Staff Patterns:**
  - (No specific details provided)
  - Team teaching
  - Cluster teaching
  - Shared resource teaching
  - Other (specify)

- **10.2 Staff:**
  - Bilingual teacher
  - ESL teacher
  - Bilingual coordinator
  - Aides or paraprofessionals
  - Consultant psychotherapist
  - Guidance counselor
  - Other (specify)

### Instructional Component

#### 11.0 Instructional Component - Duration and Extent of Bilingual Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1-3</td>
<td>As the medium of instruction for special academic content or for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level. The acquisition of academic content at an acceptable level.</td>
</tr>
<tr>
<td>II</td>
<td>1-3</td>
<td>As long as desired</td>
</tr>
<tr>
<td>III</td>
<td>1-3</td>
<td>As the alternative language of learning for subject matter (e.g., cultural heritage) and as the medium of instruction for special academic content or for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level.</td>
</tr>
</tbody>
</table>

#### 11.1 Duration of Bilingual Education (policy)

- **11.1 Duration of Bilingual Education (policy)**
  - I: The medium of instruction will be maintained in the language in which the child begins learning in English (if specified in terms of a condition, please state it - e.g., "if a child begins learning in Pre-K..."
  - II: The medium of instruction will be maintained in the language in which the child begins learning in English (if specified in terms of a condition, please state it - e.g., "if a child begins learning in Pre-K..."
  - III: The medium of instruction will be maintained in the language in which the child begins learning in English (if specified in terms of a condition, please state it - e.g., "if a child begins learning in Pre-K...")

#### 11.2 Special aids to pupils having most difficulty in learning

- **11.2 Special aids to pupils having most difficulty in learning**
  - 1: Individual
  - 2: In small groups
  - 3: Teacher
  - 4: Special remedial teacher
  - 5: Parent tutor
  - 6: Older student tutor
  - 7: Peer tutor
  - 8: No special help given
  - 9: Other (specify)

#### 11.3 Average number of aides or paraprofessionals per class:

- **11.3 Average number of aides or paraprofessionals per class:**
  - 0: Not specified
  - 1: Not specified
  - 2: Not specified
  - 3: Not specified
  - 4: Not specified
  - 5: Not specified
  - 6: Not specified
  - 7: Not specified
  - 8: Not specified
  - 9: Not specified
  - 10: Not specified

#### 11.4 Average number of aides or paraprofessionals per class:

- **11.4 Average number of aides or paraprofessionals per class:**
  - 0: Not specified
  - 1: Not specified
  - 2: Not specified
  - 3: Not specified
  - 4: Not specified
  - 5: Not specified
  - 6: Not specified
  - 7: Not specified
  - 8: Not specified
  - 9: Not specified
  - 10: Not specified

#### 11.5 Average number of aides or paraprofessionals per class:

- **11.5 Average number of aides or paraprofessionals per class:**
  - 0: Not specified
  - 1: Not specified
  - 2: Not specified
  - 3: Not specified
  - 4: Not specified
  - 5: Not specified
  - 6: Not specified
  - 7: Not specified
  - 8: Not specified
  - 9: Not specified
  - 10: Not specified
### 10. Average Number of Children Per Class

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
</tbody>
</table>

### 10.4 Average Number of Aides or Paraprofessionals Per Class

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
</tbody>
</table>

### 10.5 Average Number of Bilingual Aides (or Paraprofessionals) Per Class

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
</tbody>
</table>

### 10.6 Special Aide to Pupils Having Most Difficulty in Learning Is Given

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

### 11. Instructional Component - Duration and Extent of Bilingual Component

#### 11.1 Duration of Bilingual Education (Policy)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>11-2 DOM</td>
</tr>
<tr>
<td>II</td>
<td>11-2 DOM</td>
</tr>
<tr>
<td>III</td>
<td>11-2 DOM</td>
</tr>
</tbody>
</table>

#### 11.2 How Many Years Does Project State Is Optimal for Instruction For H-HET Group Through H-HET Language to Continue?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not mentioned</td>
</tr>
<tr>
<td>1</td>
<td>for a particular number of years:</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

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

#### 11.3 Second Language Learning Is Introduced in Which Grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>N.A. (if no H-HET)</td>
</tr>
<tr>
<td>1</td>
<td>Pre-K</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>11-2 DOM</td>
</tr>
<tr>
<td>II</td>
<td>11-2 DOM</td>
</tr>
<tr>
<td>III</td>
<td>11-2 DOM</td>
</tr>
</tbody>
</table>

Code: C = H-HET (if no H-HET)

for each group

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Pre-K, 1-2</td>
</tr>
<tr>
<td>II</td>
<td>DOM</td>
</tr>
<tr>
<td>III</td>
<td>DOM</td>
</tr>
<tr>
<td>III</td>
<td>DOM/DOM</td>
</tr>
</tbody>
</table>

K = K-12
11.4 The current project will be linked to a future bilingual program at the indicated grade level: (indicate specific grade) 14 Voc. training

<table>
<thead>
<tr>
<th>Code: (if no EMT mentioned)</th>
<th>0-6</th>
<th>7-9</th>
<th>10-12</th>
<th>13-college</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E-DOM/EMT M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E-DOM/EMT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E-DOM/EMT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Code: 13 = 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: 14 Voc. training

<table>
<thead>
<tr>
<th>Code: (if no EMT mentioned)</th>
<th>0-6</th>
<th>7-9</th>
<th>10-11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E-DOM/EMT M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E-DOM/EMT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E-DOM/EMT</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: 14 Voc. training

<table>
<thead>
<tr>
<th>Code: (if no EMT mentioned)</th>
<th>0-6</th>
<th>7-9</th>
<th>10-11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E-DOM/EMT M</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II E-DOM/EMT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E-DOM/EMT</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-EMT students who are N-E dominant is:

<table>
<thead>
<tr>
<th>Code: E = not specified</th>
<th>M = math</th>
<th>S = science</th>
<th>SS = social studies</th>
<th>L = dominant language arts</th>
</tr>
</thead>
</table>

11.8 Subjects taught per day of any instruction through N-EMT instruction

<table>
<thead>
<tr>
<th>Code: E = not specified</th>
<th>M = math</th>
<th>S = science</th>
<th>SS = social studies</th>
<th>L = dominant language arts</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Code: E = not specified</th>
<th>M = math</th>
<th>S = science</th>
<th>SS = social studies</th>
<th>L = dominant language arts</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Code: E = not specified</th>
<th>M = math</th>
<th>S = science</th>
<th>SS = social studies</th>
<th>L = dominant language arts</th>
</tr>
</thead>
</table>

11.11 Subjects taught per day of any instruction through N-EMT instruction

<table>
<thead>
<tr>
<th>Code: E = not specified</th>
<th>M = math</th>
<th>S = science</th>
<th>SS = social studies</th>
<th>L = dominant language arts</th>
</tr>
</thead>
</table>

11.12 % of time per day of instruction through N-EMT
11.5 Second language learning for English-dominant students is projected through grade:

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

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

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- Code: O = not specified
- N.A. = not applicable, no N-EMT, E dom students
- See schedules for K and 1 attached xerox 10a-b
### TENTATIVE GRADE ONE DAILY SCHEDULE
1971-72

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:25</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:25-8:45</td>
<td>Opportunity time</td>
</tr>
<tr>
<td>8:45-9:45</td>
<td>Language Arts (Dominant Language) Phonics-Reading-Language Usage</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Physical Education</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>Numbers and Math Concepts (E &amp; S)*</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Listening time (Story, records, tapes and training) (E &amp; S)</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30-11:50</td>
<td>Supervised play &amp; games (E &amp; S)</td>
</tr>
<tr>
<td>12:25-12:55</td>
<td>Science, Health and Safety (E &amp; S)</td>
</tr>
<tr>
<td>12:55-1:25</td>
<td>Cursive Writing</td>
</tr>
<tr>
<td>1:25-1:55</td>
<td>Music and/or Social Studies (E &amp; S)</td>
</tr>
<tr>
<td>1:55-2:25</td>
<td>Art</td>
</tr>
<tr>
<td>2:25-2:30</td>
<td>Prepare for dismissal</td>
</tr>
<tr>
<td>2:30-----</td>
<td>Students waiting for buses may stay for creative play.</td>
</tr>
</tbody>
</table>

---

* E & S--English and Spanish

Total - 6 hours (355 min)
PROPOSED KINDERGARTEN SCHEDULE

1971-72

8:10-8:30 Breakfast
8:30-9:00 Opportunity Time
9:00-9:20 Language Development
9:20-9:35 Rhythm, P. E. (Field trips)
9:35-10:00 Free play outside (climbing, walking, running)
10:00-10:15 Cultural Activity* (Including community workers, services of others, etc.).
10:15-10:30 Story time
10:30-11:00 Center play (Including home, woodworking, manipulative, etc., centers.)
11:00-11:10 Health-Preparation for lunch.
11:10-11:50 Lunch and free play
11:50-12:00 Brush teeth and straighten room.
12:00-1:00 Rest (Music, listening)
1:00-1:30 Language development
1:30-2:00 Art and/or rhythm
2:00-2:15 Listening and Science activities
2:15-2:30 Prepare for dismissal
2:30---- Students waiting for buses may stay for creative play.
11.13 Program is one-way - only non-English Mother Tongue students (including N-MIT-English dominant). English Mother tongue students do not receive instruction in a second language. 0-no English Mother tongue students.

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

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

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total min. per day of any instruction through N-MIT</th>
<th>Subjects taught % of time per day through N-MIT Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N.S.</td>
<td>See Sched. attached</td>
</tr>
</tbody>
</table>

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

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

6 activities conducted in both Spanish and English.
11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark: all that apply)

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

(i.e., mark all that apply; some projects may use a combination of methods)

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

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

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

3-Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-1* Language Skills Sequence
(*Audiolinguai Method: listening, speaking, reading and writing)

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

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

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

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

13.3 Listening-speaking proficiency
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

**AL-H 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</td>
<td>B in second lang</td>
</tr>
<tr>
<td>Eng dom students</td>
<td>A in dom</td>
<td>B in second lang</td>
</tr>
</tbody>
</table>

0 = not specified

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

13.1 Second language listening-speaking skills are learned:

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

13.2 ALE 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 VINT
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

C p. 33, 25
13.5 Reading is introduced:
1-individually, when child is ready or at a specific time during grade:

1
2
3

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

C p. 31, 32.

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)

C p. 31, 35

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)

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

I = N-E II = E

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

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

3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of instruction for other subjects.
13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment
3-p. 31, 32

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

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

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

I = N-E
II = E
dom students
dom students

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-other (specify)
15.0 TREATMENT OF CHILD'S LANGUAGE:

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Eng. dom.</td>
<td>Eng. dom.</td>
<td>students</td>
<td>students</td>
<td>students</td>
</tr>
<tr>
<td>lang.</td>
<td>lang.</td>
<td>lang.</td>
<td>lang.</td>
<td>lang.</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

Reading Materials are: (mark all that apply)

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

2-Besal 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
5-Not specified

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

0-none specified
1-pattern drills
2-dialog memorization
3-choral repetition
4-songs
5-programmed instruction
6-stories read to children
7-AUDIO VISUAL AIDS
8-films, filmstrips
9-flannel or magnetic boards
10-realia, graphic displays
11-records, tapes
2-The child's language is corrected-
- the teacher points out errors and
demonstrates the standard form.

3-Other (specify)
   "allows for failure;"
   0-Not specified
   recognizes limitations without reproof

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
   (Merrill or Miami Linguistic
   readers, ITA, etc.)
   16.1 IA_ IA__ II_: IIAB____

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
   (Please indicate on line -)

16.3 The following are techniques and materials used for second language learning:
   0-none specified
   1-pattern drills
   2-dialog memorization
   3-choral repetition
   4-songs
   5-programmed instruction
   6-stories read to children
   AUDIO VISUAL AIDS
   7-films, filmstrips
   8-flannel or magnetic boards
   9-realis, graphic displays
   10-records, tapes
   11-listening centers
   12-multi-media approach
      Experiential:
   13-role playing
   14-puppetry
   15-experience charts
   16-primary typewriter
   17-learning through direct experience
      with materials e.g. Montessori
   18-activity centers-chosen by child
   19-other (specify)
      Learning outside the classroom:
   20-field trips
   21-suggested TV programs
   22-othcr (specify)
16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where
   N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjunction with project parents
6-developed by or with members of N-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
   2-suggested materials

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language
groups: (mark all that apply)
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into
   dominant language groups
6-separated for most academic subject learning into dominant
   language groups
7-never mixed for language or other academic learning
8-other (specify)
   n.a. - (no I.T. students)

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

17.3 Criteria for grouping:
0-not specified
   I Non Eng  II Eng dom  III Eng dom
   1-by age  \checkmark  \checkmark  \checkmark
   2-by native language  ___  ___  ___
   3-by dominant language  ___  ___  ___
   4-by language proficiency
      (ex. level of reading skill)  ___  ___  ___
   n.a. not applicable
      (no E.dom/NEKT)  ___  ___  ___
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document
2- commercially prepared and published in the U.S.
3-are cross cultural
4-are translations of U.S. texts
5-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:
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
1-pupils of both linguistic groups are:
2-always mixed for all learning
3-mixed for language learning
4-mixed for some academic subject learning
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction: (mark all that apply)
0-not specified
1-total class
2-small groups (specify size)
3-individual instruction

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-other (specify)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)
0-not mentioned
1-inter-ethnic (N-EMT student tutors EHT students)
2-intra-ethnic (N-EMT student tutors N-Eng)
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-EMT aide tutors EHT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects
SUGGESTED MATERIALS

To be added for grade one:

Preparandose Para Leer  
Mis Primeras Letras (Mexico)  
Rosita y Panchito  
Mi Libro Majico  
Arithmetic (Spanish version of Addison-Wesley book)  
La Ciencia  
Cat in the Hat  
Beginning Dictionary in Spanish  
Field Enterprises Social Studies Kit  
(El Paso Spanish adaptation of questions)  
Peabody Language Development Kit

Resource Materials

Hupp, Loretta B., Let's Play Games in Spanish. National Textbook Corp. 1968

Mother Goose on the Rio Grande  
Banks, Upshaw and Co. Dallas, 1962

Children's Songs of Mexico, (record and 2 filmstrips). Bowman Records

Sing and Speak Spanish by Margit MacRae, Houghton-Mifflin (Vowel and consonant sounds)  
Albums 1 and 2
I. Materials to be used

Kindergarten-Instruction Component Materials, other than those in the performance objectives are specified by type except for a few specific items which have already been identified. Some modifications are to be expected after further study is made by director and staff. New materials which appear to be useful will be tried on a limited basis.

Blocks
Boards (small)
Balls

Clay (Plasticene)
Crayons
Comb and Brush sets
Construction materials
Charts

Dolls
Dress-Up clothes (adult)

Flannelboards
Fingerpaint
Foods and Food Charts

Household Items
Human Development (Palomares)

Manipulative Mirrors toys
Math materials (cuisenaire rods)

Perceptual materials (Frosting and others)
Paper (Art, construction)
Paint, poster
Paint brushes
Puzzles

Records
Rhythm band instruments

Scissors

Tapes (Prepared and blank)
Telephones
Tool Sets
Toys

Materials Component will also include study of:

Language Masters and cards
Books (picture, story, rhyme, etc. - not texts)
Language Development Kits
Addison-Wesley (Spanish) Pre-school Math Program
Holt-Rinehart-Winston's Children's World
Houghton Mifflin's Beginning English
American Book Company (Bumpass) Pepe and Bing
Bowmar Publishers - Para Chiquitines and Children's Songs from Mexico
Staff Development Component

A small professional library will be provided for the staff, including:

Kratwol, Taxonomy of Educational Objectives II.
Bloom, Taxonomy of Educational Objectives I.
Sanders, Norris, Classroom Questions, What Kind.
Bumpass, Faye, Teaching English to Young Children.
Dinkmeyer and Driekers, Encouraging Children to Learn
Zintz, Miles, What Teachers Should Know About Bilingual Education.

Community and Parental Development Component

Materials will be for disseminators as well as instructors and for enabling parents to assist the children.

Lumber (for balance beams and toys)
Cloth (for puppets and doll clothes)
Zippers, buttons, hooks and ribbons (for manipulative items)
Cassette tape recorders (for home language practice)
Tapes (Cassette)
Camera, Instamatic type (for slides
Film
18.3 Parent tutoring: (mark all that apply)
- no-not mentioned
- 0-type not specified
- 1-inter-ethnic parent tutoring is used
- 2-intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-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 (i.e. colors, sizes)
- 5-direct experience of processes of science through discovery, using materials rather than text; active experimentation
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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

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3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document: c. p. 28 attached xerox 16 a-b

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
### E. PROGRAM OBJECTIVES:
Develop basic concepts and visual motor skills appropriate to the child's age level.

### BILINGUAL PROCEDURES

<table>
<thead>
<tr>
<th>Component Name</th>
<th>Instruction</th>
<th>Dominant Language</th>
<th>Spanish and English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>The child will demonstrate concept development and improvement in cognitive thinking as reflected by the test of Basic Experience. Concepts should reflect 20% improvement from pre to post test means of TOBE.</td>
</tr>
<tr>
<td>1.6</td>
<td>The child will show progressive improvement in visual-motor skills as reflected in the amount of time needed to do such things as work a puzzle, string giant beads, assemble a tinker toy, and build with blocks. A time graph of such activities will be kept for a specified activity. 90% of the children sampled will show an increase in their ability to perform visual-motor skill activities by reducing the time required to complete the following by 1/4 of the original time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September</th>
<th>March</th>
<th>Evaluators</th>
<th>Date or Frequency of measurement</th>
<th>Responsible Person(s)</th>
<th>Data collection and reporting, including due date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Intermittently to May</td>
<td>Teachers and Aides</td>
<td></td>
<td></td>
<td>Time graphs will be kept for each child sampled and reported to the Director. Director will chart means. Plans will be submitted to Director for condensation and printing into general guides.</td>
</tr>
</tbody>
</table>

| a. Stack a 6 block pyramid. |
| b. String 15 giant beads. |
| c. Work a 12 piece puzzle. |
20.1 Cognitive Development

BILINGUAL PROCEDURES

A. COMPONENT NAME: Materials Development  B. DOMINANT LANGUAGE: Spanish and English

C. GRADE LEVEL: Kindergarten  D. NO. OF PARTICIPANTS: 60

E. PROGRAM OBJECTIVES:
See previous

F. PROCESS:

H. PERFORMANCE OBJECTIVE

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>The teacher and aide, working with small groups, will engage the children in discussions in which critical thinking and sequential relationships are elicited in both languages.</td>
</tr>
<tr>
<td>1.6</td>
<td>The teacher and aide will work with individual children in developing visual-motor skills as the children use manipulative objects in structured and unstructured periods of the day.</td>
</tr>
</tbody>
</table>

I. EVALUATION

<table>
<thead>
<tr>
<th>Date or Frequency of Measurement</th>
<th>Person(s) Responsible</th>
<th>Data Collecting and Reporting, including due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Director</td>
<td>Teachers will report the types of activities which seem to be most productive.</td>
</tr>
<tr>
<td>December</td>
<td>Director and Evaluator</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Director and Evaluator</td>
<td>The teacher will indicate the materials with which children have been successful at early, mid and late year.</td>
</tr>
</tbody>
</table>
21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:
- no-self-esteem not mentioned as an objective
- 0-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" way:
7. teacher provides experiences leading to competency and success
8. teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9. other (specify) (xerox or summarize) document page #

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

22.0 LEARNING STRATEGIES

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

6. Teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways.

7. Teacher provides experiences leading to competency and success.

8. Teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged.

9. Other (specify) (xerox or summarize) document page #.

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

10. Pupils act as tutors for other pupils.

11. Pupils have some options in choice of curriculum.

12. Pupils choose activities from a variety of interest centers.

13. Older pupils participate in curriculum planning and 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 multicultural.

3. Bilingual and multicultural.

0. Not specified as to which of the above.

4. An ethnic studies program is included in the bilingual program.

5. Art, posters, realia, crafts of both cultures are exhibited in the classroom.

6. Language and cultural content are integrated.

7. Other (specify)

See xerox attached 18a.
BILINGUAL PROCEDURES

A. COMPONENT NAME Staff Development

B. DOMINANT LANGUAGE Spanish and English

C. LEVEL Staff

D. NO. OF PARTICIPANTS 8

E. PROGRAM OBJECTIVES: The staff will develop and utilize a repertoire of positive reinforcing techniques aimed at enhancing pupils self-concept and success orientation.

F. PERFORMANCE OBJECTIVES

3.1 Each staff member will have developed a variety of positive reinforcing techniques and demonstrate numerous uses of such techniques daily including:

A. Feedback: Teachers will repeat information and will have pupils repeat information provided by individuals.

B. Praise: Teachers will verbally encourage extended oral response by praise for statements made.

C. Peer reinforcement: Teachers will ask for pupils approval of individual activity.

D. Indirect approval: Teachers will post examples of children's work.

G. EVALUATION

- Date or Frequency of measurement
- Person(s) Responsible
- Data collecting and reporting, including due date

- August, January, and April
- Director

By January (and again by April), each staff member should supply at least 5 specific instances wherein positive reinforcement, shall be noted in lesson plans submitted for a given week.
21.0 Self-esteem

E. Respect for child's choice: Use of books or items which children have chosen.

F. Acceptance of group goals: Allow group to assist in making choices.

G. Recognition: Recognize effort and job well done.

H. Values child: Show satisfaction with child as he usually presents himself.

I. Allows for failure: Recognizes limitations without reproach.

3.2 Staff members will be able to differentiate approaches utilized in other bilingual programs in order to select activity for this effort.

3.3 Staff members will be able to differentiate and use different oral language activities for Spanish.

Individual visits: November

Director visits: April

Brief resume of visit to another program to be filed.

August Evaluator Workshop; post-test
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of N-HIT culture, please summarize below: (or attach xerox)
found in document  ————, page #
0—not mentioned

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

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

A. COMPONENT NAME Parent Involvement
B. DOMINANT LANGUAGE Spanish
C. GRADE LEVEL Kindergarten
D. NO. OF PARTICIPANTS Parents of 60 children

H. PERFORMANCE OBJECTIVE
(Includes name or description of instrument)

4.1 Teachers will recommend to the project director (after consultation with parents) those parents who would be able to serve on an advisory committee. Advisory committee will visit school, discuss program and make suggestions.

4.2 Teachers will invite parents to visit on specific days and will send a letter (in both English and Spanish) to specific parents requesting construction or other assistance.

4.3 Director or Assistant Superintendent will request specific assistance from service clubs.

4.4 Teachers will send home a practice tape with instructions and a blank tape. Each family will record dialogue (in English or Spanish) for pupil practice and will be asked to supply rhymes, games or songs from their cultural background.

Initial Proposal
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. aw sent to mass media
4. if articles included with project, check 4
5. bilingual flyers sent home
6. formal meetings
7. informal meetings open to entire community
8. meetings conducted in both languages
9. home visits
10. other (specify)
11. project director personally involved in program dissemination. specify how

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

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

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. no mention
1. opening school facilities to the community for community use
2. other (specify)
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
- no-school is not open to community for community use
- 1-opening school facilities to the community at large for use after school hours and on weekends
- 2-providing adult education courses
- 3-other (specify)

25.0 Impact Evaluation

25.1 Project mentions description or dissemination of the bilingual program through:
- 0-newspaper articles
- 2-radio programs
- 3-TV programs
- 4-video-tapes
- 5-films
- 6-visitors to observe the program
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>G. EVALUATION</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Date or Frequency of Measurement</strong></td>
<td><strong>Person(s) Responsible and reporting, including due date</strong></td>
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<tr>
<td>4.1</td>
<td>August</td>
<td>Project Director will meet with and record suggestions from advisory group and notify them of program process.</td>
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<td>November</td>
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<td>February</td>
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<td></td>
<td>April</td>
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<tr>
<td>4.2</td>
<td>Monthly</td>
<td>Teacher, Director will respond to requests by teachers.</td>
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<td></td>
<td>Director</td>
<td>Logs of attendance and activities performed will be made a part of the director's monthly report.</td>
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<tr>
<td>4.3</td>
<td>Intermittently</td>
<td>Director Log of activities become a part of monthly report.</td>
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<tr>
<td>4.4</td>
<td>Monthly</td>
<td>Teacher 75% of the families will supply one 15 minute tape each for practice by May 1.</td>
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<td></td>
<td>after October</td>
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</table>
25.2 Project's impact:
1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program.
2-Project mentions other schools in the local educational system have started bilingual programs.
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs.

26.0 ROLE OF EVALUATOR

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

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

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

27.0 EVALUATION PROCEDURE

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

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