This content analysis schedule for "Proyecto PAL" in San Jose, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers, including a summary of the pre- and inservice staff questionnaire. An assessment is made of the duration and extent of the bilingual component and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached is a summary of pre-test results of the Alum Rock Unified School District Title VII Bilingual Education Project. (SK)
PROJECT B.E.S.T.
Bilingual Education Applied Research Unit

CHECK (√) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

Give dates and note if evaluation is included in continuation:

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTION OF EDUCATION
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# Project Best
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

**CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS**

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26.0 EVALUATOR'S ROLE
27.0 EVALUATION PROCEDURE

Developed by Marietta Saravia Shore
Coordinator, BEARU
# CONTENT ANALYSIS SCHEDULE

**FOR BILINGUAL EDUCATION PROGRAM**

**Research Assistant:** Castor Gonzalez  
**Date:** Jan 4, 1972

**0.2 Name of Project:** Proyecto P.A.L

**0.3 Address of Project:** Alum Rock Union Elementary School District  
**2930 Gray Ave.**  
**San Jose, Calif. 95125**

**0.4 STATE**

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<td>19-New York City</td>
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<td>10-Indiana</td>
<td>20-Ohio</td>
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## 1.0 PROJECT HISTORY, FUNDING AND SCOPE

### 1.1 Year Project began under Title VII:

- **see 97 - 1969**
- **prospect 07 - 1970**
- **no. 17 - 1971**

### 2.0 FUNDING (Mark all that apply)

#### 2.1 Any P.IG.: funding of BILINGUAL program, if Title VII continues or expands that program

- **no prior funding mentioned**

#### 2.2 Year prior funding began

- **0**

#### 2.3 Prior bilingual program involved:

- **1-early childhood (pre-K + K)**
- **2-elementary students (grades 1-6)**
- **3-secondary students (grades 7-12)**
- **not specified**

#### 2.4 Source of prior bilingual program funding:

- **local**

---

*Project No. 466*
1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project began under Title VII
see Project No.
1965 1970 1971
1.2 Funding (mark all that apply)
2.1 Any P.L.70 funding of BILINGUAL program, if Title VII continues or expands that program
2.2 Year prior funding began
2.3 Prior bilingual program involved:
1-early childhood (pre-K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.4 Source of prior bilingual program funding:
1-local 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
2.6 Concurrent program cooperating with Title VII involves:
1-early childhood (pre-K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers 5-university 6-other (specify)
2.7 Source of concurrent funding, if cooperating with Title VII program:
1-local 2-state 3-university 4-federal (specify) 5-other (specify)
2.8 Total Title VII grant (first year only)
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
San Jose State College
New Mexico State U.
(Corning SWELL-ESL course)
### 4.0 SCOPE of PROJECT
4.1 Numbers of schools involved in Title VII program:
- 1-one
- 2-two
- 3-three
- 4-four
- 5-five
- 6-other

4.2 Total number of students in program:
- A. First year: 90
- B. Second year: 50
- C. Third year: 

The total number includes 60 cross age tutors.

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 NC. students PS and K</td>
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<td>4-grade 4</td>
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<td>5-grade 5</td>
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<td>6-grade 6</td>
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<td>A. 90 TOTAL students gr. 1-6</td>
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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.)

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<tr>
<th># Non-English Dominant</th>
<th># English Dominant</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Non-English Mother Tongue</td>
<td>182</td>
<td>82</td>
</tr>
<tr>
<td>2. Total English Mother-Tongue</td>
<td>60</td>
<td>85</td>
</tr>
</tbody>
</table>
grade and total number of students by grade level.
(by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
<th>Number of</th>
<th>Grade</th>
<th>Classes</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-Preschool</td>
<td>2</td>
<td></td>
<td>7-grade 7</td>
<td>B</td>
<td>90</td>
</tr>
<tr>
<td>K-Kndgrtn</td>
<td>2</td>
<td></td>
<td>8-grade 8</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>PSK</td>
<td>60</td>
<td>TOTAL No. students PS and</td>
<td>9-grade 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5-grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6-grade 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>90</td>
<td>TOTAL students gr. 7-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1-grade 1 2 10-grade 10
2-grade 2 1 11-grade 11
3-grade 3 1 12-grade 12
4-grade 4 6 3 TOTAL students gr. 10-12
5-grade 5
6-grade 6
7-grade
8-grade
9-grade

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

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Non-English Dominant</td>
<td>182</td>
<td>NS</td>
</tr>
<tr>
<td>II E-Dom - ENMT</td>
<td>NS</td>
<td>NS</td>
</tr>
<tr>
<td>II En-Dom - ENMT</td>
<td>68</td>
<td>68 45%</td>
</tr>
</tbody>
</table>

Including students who do not participate in bilingual instruction but simply act as tutors.

Example: Non-English Dominant

- A native Spanish speaker who uses Spanish in most contacts though he may know English.

Example: English Dominant

- A native English 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.

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

| Americans of other ethnic backgrounds: |        |                                                |
| B1 Mexican-American               | B1     |                                                |
| B2 Puerto Rican                   | B2     |                                                |
| B3 Cuban                          | B3     |                                                |
| B4 Other Spanish-American (specify) | B4   |                                                |
| **B TOTAL No. of Spanish-speaking Americans:** |        |                                                 |
| C Portuguese-American            | C      |                                                |
| D Franco-American                | D      |                                                |
| E Chinese-American              | E      |                                                |
| G Eskimo                         | G      |                                                |
| H Russian                        | H      |                                                |
| J Other                          | J      |                                                |
| **I TOTAL number of EMT target students:** | 82   | 55.5%                                           |

### 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>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Anglos</td>
<td>E1</td>
<td>55.5%</td>
</tr>
<tr>
<td>E2 Blacks</td>
<td>E2</td>
<td>55.5%</td>
</tr>
</tbody>
</table>

**II TOTAL number of EMT students other than target population:** 55.5%

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

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

### 5.5 Students' Dominant Language and Extent of Bilingualism
### Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>82</td>
<td>55.5</td>
</tr>
<tr>
<td>Black</td>
<td>32</td>
<td>19.5</td>
</tr>
</tbody>
</table>

### TOTAL number of EMT students other than target population

5.3

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
<th>Spec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>68</td>
<td>X</td>
</tr>
<tr>
<td>American Indian</td>
<td>45</td>
<td>X</td>
</tr>
<tr>
<td>Navajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Keresan</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>55</td>
<td>X</td>
</tr>
<tr>
<td>Portuguese</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Eskimo</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

### Students' Dominant Language and Extent of Bilingualism:

<table>
<thead>
<tr>
<th>Language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English American</td>
<td>45</td>
<td>X</td>
</tr>
<tr>
<td>English Indian</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Navajo</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Cherokee</td>
<td>50</td>
<td>X</td>
</tr>
<tr>
<td>Keresan</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>30</td>
<td>X</td>
</tr>
<tr>
<td>Spanish</td>
<td>25</td>
<td>X</td>
</tr>
<tr>
<td>Portuguese</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>French</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Eskimo</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Russian</td>
<td>15</td>
<td>X</td>
</tr>
<tr>
<td>Other (spec.)</td>
<td>15</td>
<td>X</td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
   Students are required to participate in the bilingual program
2 - Only N-ENIT are required to take program, ENIT’s participation
   is voluntary
3 - Both ENIT and N-ENIT participation is voluntary
4 - Students selected according to some criteria of project (in addition to
   language)

5.7 Proportion of ELT 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-ENIT participating students
   (indicate specific percent of low SES)
   B. Average family income, if mentioned
   n.s. - not specified

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

---

Page 4
5.0 Demographic Characteristics (Partially that apply)
(\% if more than one category, indicate percent for each)
1. inner city-ghetto, barrio
2. major city
3. small city, town or suburb
4. rural, farm
5. other (specify)

5.5 A. Socio-economic status of N-ENI participating students
(indicate specific percent of low SES)

5.10 Socio-economic status of IL/I participating students
(indicate specific percent of low SES on the blank)

5.11 Proportion of migrant students in project
(indicate specific percent)

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
I for II for
\(\%\) \(\%\)
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-ENI II ENI
1 parents
2 children
3 teachers
4 community
5 others

6.3 Language dominance of ENI groups (i.e., A. parents, B. children, C. teachers) will be determined by the extent each language is used in different domains through various means of communication.

\(\%\) \(\%\)
1 Home
2 Church
3 School
4 Work
5 Socializing
6 Neighborhood
7 film-TV-radio
8 Magazines, News
9 Others

(USE NON-ENGLISH LANG.)
(USE ENGLISH)
6.4 If not included in survey, how was student’s language dominance determined?

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

6.5 Sociolinguistic Survey included: (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

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

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

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

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

6.10 After sociolinguistic survey is made, how does it influence program? (specify) (e.g., transfer or maintenance instructional programs)
0-not mentioned
6.6 N-EIT parents' attitudes toward maintenance of child's N-EIT in particular domains of use or complete shift to English
1-yes 0-no

6.7 EIT parents' attitudes toward their children's learning of the N-EIT 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-EIT 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)

- Language dominance not specified
- Other tongue not specified
- Not specified whether monolingual or bilingual

<table>
<thead>
<tr>
<th>I</th>
<th>E Dom</th>
<th>NEMT</th>
<th>A: Monolingual</th>
<th>B: Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>E Dom</td>
<td>EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>E Dom</td>
<td>NEMT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Total Number  B Total Number
Honolingual     Bilingual

A Total Number of Teachers
N 5

Total Number

4

N 5
7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

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

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

<table>
<thead>
<tr>
<th>Total Number of aides or paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (part-time equivalent of 8 full time)</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
   1d-not specified

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

0-language(s) used by teachers not specified

7.4 Language(s) used by bilingual aides or paraprofessionals

(Mark all that apply)

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

EL'IT

II E Dom

1 N-ELT

A Total Number  B Total Number  N Total Number

Monolingual  Bilingual  of aides or

paraprofessionals

0 8 (part-time equivalent of full time)

7.3 Language(s) used by bilingual program teachers:

(Dark all that apply)

1-Bilingual teachers teach in only one language

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

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

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0-not specified

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

0-language(s) used by teachers not specified

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

(Dark all that apply)

1-Bilingual aides instruct in only one language

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

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

1b-only if native language is also their dominant language

1c-even if native language is not their dominant language

1-0-not specified

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

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

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-A</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Angle</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>M-A</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Mex-Am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angle</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0-not specified
7.6 Selection of N-DiIT teachers from local community
not specified
Number of N-DiIT program teachers from local community
and % of total N-DiIT teachers.

7.7 Number and Proportion of teachers and aides of same
cultural background as N-DiIT students:
indicate specific percent on the blank, or
if specified descriptively,

A = teachers
B = aides
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
(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-DiIT (in country where it is a native
language, in Peace Corps)
4. previous teaching in local area/live in the community
culture
5. courses in N-DiIT 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-DiIT/content of courses learned through
9. courses in teaching ESL/audio lingual approach:
10. courses in methods of teaching N-DiIT language/language development
11. courses in methods of teaching content (e.g. math) in N-DiIT
12. certification in ESL/or experience teaching ESL
13. certification in teaching N-DiIT
14. courses in cultural courses
15. courses in the cultural heritage, values, deep culture of N-DiIT or
16. other qualifications, specify

8.0 STAFF DEVELOPMENT
8.1 The project is offering training for teachers
A. For B. For Perc.
7.8 Teacher Qualifications - Training and experience prior to project

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

**no's**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No's</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.s.-Qualifications not specified</td>
<td>n.s</td>
</tr>
<tr>
<td>0-previous courses not specified</td>
<td></td>
</tr>
<tr>
<td>1. teacher must meet a specified level of language proficiency on a</td>
<td></td>
</tr>
<tr>
<td>standardized proficiency test of the non-English language through</td>
<td></td>
</tr>
<tr>
<td>which (s)he will instruct</td>
<td></td>
</tr>
<tr>
<td>2. teacher must meet a specified level of communicative competence in the</td>
<td></td>
</tr>
<tr>
<td>non-English language determined by a structured interview/fluency</td>
<td></td>
</tr>
<tr>
<td>3. previous teaching through N-EMT (in country where it is a native active-</td>
<td></td>
</tr>
<tr>
<td>like language, in Peace Corps)</td>
<td></td>
</tr>
<tr>
<td>4. previous teaching in local area/live in the community</td>
<td></td>
</tr>
<tr>
<td>5. courses in N-EMT language structure and usage/linguistics or FL training</td>
<td></td>
</tr>
<tr>
<td>6. courses in literature or literacy in Spanish</td>
<td></td>
</tr>
<tr>
<td>7. must be bilingual</td>
<td></td>
</tr>
<tr>
<td>8. any previous education through N-EMT/content of courses learned through</td>
<td></td>
</tr>
<tr>
<td>9. courses in teaching ESL/ESL language approach: N-EMT</td>
<td></td>
</tr>
<tr>
<td>10. courses in methods of teaching content (e.g. math) in N-EMT</td>
<td></td>
</tr>
<tr>
<td>11. certification in ESL/ESL language</td>
<td></td>
</tr>
<tr>
<td>12. certification in teaching N-EMT</td>
<td></td>
</tr>
<tr>
<td>13. cross cultural courses</td>
<td></td>
</tr>
<tr>
<td>14. courses in the cultural heritage, values, deep culture of N-EMT or</td>
<td></td>
</tr>
<tr>
<td>15. other qualifications, specify and travel</td>
<td></td>
</tr>
</tbody>
</table>

8.0 STAFF DEVELOPMENT

8.1 A **n.s**

B **n.s**

0-No staff training mentioned

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

and/or paraprofessionals in the following areas: Teachers, professionals.

(mark all that apply)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.s.-Training indicated, but nature not specified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. English as their second language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The teaching of English as a second language</td>
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<tr>
<td>3. X as their second language</td>
<td></td>
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<tr>
<td>4. The teaching of X as a second language</td>
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<tr>
<td>5. Methods of teaching other academic subjects</td>
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<tr>
<td>6. Methods of teaching other academic subjects</td>
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<td></td>
</tr>
<tr>
<td>in X language</td>
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</tr>
</tbody>
</table>

8.2 Stated goals of teacher training are: **1.6.7.10**

8.3 Students I N-EMT II EMT

1. Understanding of socio-cultural values and practices (**Y**)

2. Cross-cultural training (**Y**)

3. Sensitivity to ethnocentricism and linguistic snobbery (**Y**)

4. Awareness of the social-emotional development of (**Y**)

5. Strategies for accommodating the different learning styles (**Y**)

6. Strategies for cognitive development of (**X**)

7. Strategies for reinforcing the self-esteem of (**X**)

8. Methods of cross-cultural teaching or teaching the bilingual component (**X**)

9. Formulation of pupil performance objectives (**Y**)

10. Methods of evaluation of pupil performance objectives (**X**)

List specific courses if given (or Xerox and attach)

See xeroxapc
8.3 Methods of Teacher Training: (Mark all that apply)
1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraprofessionals for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned

8.6 Paraprofessional’s role:
1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
6-liaison with parents
7-Project Director

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7
(mark all that apply) A for teachers B for aides
0-not specified
1-University faculty
2-project’s Master Teachers
3-project’s teachers
4-other (specify)
5-Project Director

8.8 Number and Proportion of personnel giving teacher training who are:
1-bilingual
2-bicultural
3-N-NAT (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
B (indicate no. of hours) 8.10
5-weekly
6-monthly
7-bi-monthly

* DB*.
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) ____________________________

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

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 7
(mark all that apply) A for teachers  B for aides
0-not specified
1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)

7-Project Director

8.8 Number and Proportion of personnel giving teacher training who are:
1-bilingual
2-bicultural
3-N-EIT (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:
A1-approximately equivalent to a college course
B (indicate no. of hours)
C'2 2
C'2 2
C'2 2
C'2 2
C'2 2
C'2 2
C'2 2

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%

8.12 Teachers' attitudes are assessed: (Mark all that apply) 8.12 2
0-not mentioned
1-to N-EIT language or dialect
2-to N-EIT students - expectations of achievement
3-to N-EIT culture
4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project
7-through a questionnaire
8-other (specify) ____________________________
10.0 STAFF PATTERNS

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

10.2 Staff: 1-bilingual teacher
- 2-ESL teacher
- 3-bilingual coordinator
- 4-aides or paraprofessionals
- 5-consultant psychotherapist
- 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 R-EIT or bilingual aides (or paraprofessionals) per class:
- 0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>II1</th>
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</thead>
<tbody>
<tr>
<td>N-EIT language will be maintained in program:</td>
<td>NS DOM</td>
<td>2 DOM</td>
</tr>
<tr>
<td>(mark all that apply)</td>
<td>NS</td>
<td>EMT</td>
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<tr>
<td>0-not specified how long</td>
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<tr>
<td>1-as the alternative language of learning for as long as desired</td>
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<tr>
<td>2-as the medium of instruction for special subject matter (e.g., cultural heritage)</td>
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<tr>
<td>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</td>
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</tbody>
</table>

11.2 How many years does project state is optimal for instruction for N-EIT group through N-EIT language to continue?
- 0-not mentioned
- 11.2 ns
10.4 Average number of aides or paraprofessionals per class: 2
10.5 Average number of ESL or bilingual aides (or paraprofessionals) per class: 2
10.6 Special aide to pupils having most difficulty in learning is given:
   1-individually 2-in small groups 3-teachers 4-special remedial teacher 5-paraprofessional
   6-parent tutor 7-older student tutor 8-peer tutor 9-not specified 10-no special help given
   Eval: 
11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II II
   [H-LT language will be maintained in program: H-LT French, E-Den English. (mark all that apply)]
   1-as the alternative language of learning for as long as desired 2-as the medium of instruction for special subject matter (e.g. cultural heritage)
   3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English
   11.1 I.05. II IV
   11.1 I II III

11.2 How many years does project state is optimal for instruction for H-LT group through H-LT language to continue?
   11.2 5
   0-not mentioned
   if for a particular number of years:
   1 2 3 4 5 6 7 8 9 10 11 12
   (if specified in terms of a condition, please state it - e.g. "if a child begins learning in H-LT and English in Pre-K, H-LT instruction should continue through high school")
   1 = 2 =

11.3 Second language learning is introduced in which grade:
   code: C = H-A. (if no E-DT)
   13= 14=
   for each group I-II Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
   I H-LT DOM I E-DOM I DOM/H-LT
11.4 The current project will be linked to a future bilingual Program at the indicated grade level: (indicate specific grade) code: (if no EIT) specified 1-3 4-6 7-9 10-12 13-college 14 Voc. training

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

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

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>00 if not specified</th>
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11.6 Learning in their native language for Non-English dominant students is projected through grade:

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11.7 The amount of instructional time in and through their native language per day for H-E.I.T students who are H-E dominant is:

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

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<tr>
<th>Code</th>
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</table>

11.10 The amount of instructional time in and through their native language for H-E.I.T students who are English dominant is:

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

<table>
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<tr>
<th>Code</th>
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</tbody>
</table>
11.13 Program is one-way - only non-English other Tongue students (including N-ELT-English dominant). English other tongue students do not receive instruction in a second language.
0-no English other tongue students
2-2 way - ELT 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>Instruction Time</th>
<th>Subjects Taught</th>
<th>% of Time Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Specified</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>Less than 30</td>
<td>Culture, History</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>30-60</td>
<td>Culture, History</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>60-90</td>
<td>Culture, History</td>
<td>75%</td>
</tr>
</tbody>
</table>

11.15 The amount of instructional time in and through their second language for pupils who are English dominant is:

<table>
<thead>
<tr>
<th>Code</th>
<th>Instruction Time</th>
<th>Subjects Taught</th>
<th>% of Time Per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Specified</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>Less than 30</td>
<td>Culture, History</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>30-60</td>
<td>Culture, History</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>60-90</td>
<td>Culture, History</td>
<td>75%</td>
</tr>
</tbody>
</table>

11.16 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...
11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

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

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

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

3-Grampar - Translation method

13.0 DCHIJJJT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-10 Language Skills Sequence
("Audiolingual Method: listening, speaking, reading and writing)  

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

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

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

13.2 All sequence followed:
1--Listening-speaking proficiency precedes introduction of reading
3. Grammar - Translation method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

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

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

13.3 Listening-speaking proficiency determined by:
1-Measure of listening-speaking proficiency
2-Informal assessment by teacher

13.4 Second language reading skills are learned:
1-concurrently with learning to read in dominant language
2-after a specified level of dominant language reading competence
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

K-Eng Dom—No more than 40% of the project funds available for instructional materials will be expended to improve concept formation and language development in English.
No less than 60% of the project funds available for instructional materials will be expended on materials designed to improve concept formation and language development in Spanish.

K-Spanish dom - No less than 60% of the project funds available for instructional materials will be expended on materials designed to improve concept formation and language development in Spanish.

Grade 1-Eng-dom - Each first grade child will have available 270 minutes of instruction daily throughout the project year.

Initially all Eng-dom children will receive 20% of their instruction in Spanish. By at least the last month (May) of the project year 50% of instruction will be in Spanish.

Each first grade child will receive a minimum of an hour a week of tutoring by fifth or sixth grade Spanish dominant students beginning in October and extending through May. Each project first grader will receive a minimum of 20 minutes daily instruction (average) in Mexican American culture and history.
13.5 Reading is introduced:
- individually, when child is ready
- or at a specific time during grade: 
  1. — — — — 13.5 IA __
  2. X X X X IIA __
  3. — — — — IIB __

13.6 Reading readiness is determined by:
- test of reading readiness
- informal teacher assessment
  X X X X 13.6 IA __
  IIA __
  IIB __

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

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

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

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

2-Second language learning is both a separate...
13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

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

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

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

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

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

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

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

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

0-not specified

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

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

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

3-Other (specify)
0-Not specified

16.0 MATERIALS

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

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

16.3 The following are techniques and materials used for second language learning:
0—none specified
1-pattern drills
2-dialog memorization
3-choral repetition
4-songs

(X marks indicate yes or fine -)
2-The child's language is corrected -
the teacher points out errors and
demonstrates the standard form.

3-Other (specify)

0-Not specified

16.0 MATERIALS

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

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

2-Basal readers

3-Dialect readers

4-Experience charts (stories
    dictated by children)

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

16.3 The following are techniques and materials used for second language learning:
    0-none specified
    1-pattern drills
    2-dialog memorization
    3-choral repetition
    4-songs
    5-programmed instruction
    6-stories read to children
    7-audiovisual aides
    8-films, filmstrips
    9-realia, 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-() (specify)
       25-flashcards/audio sets
       26-cultural activities
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

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
group
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
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:
0-not specified
1-by age

Students
<table>
<thead>
<tr>
<th>I Non Eng</th>
<th>II Eng dom</th>
<th>III Eng dom</th>
</tr>
</thead>
<tbody>
<tr>
<td>dom</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>dom</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Final Eval
(specify how this is determined)
8-are cross cultural
5-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-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 E.T students)

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

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

18.0 TUTORING

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

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

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

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

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-op.n 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, soriation, 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:
o-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
t heir own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings
t hrough painting, music, dancing
6-teacher provides experiences in which the various ways that
t children act are accepted by the teacher; their actions are
discussed and the children are encouraged not to make fun of
"different" ways
7-teacher provides experiences leading to competency and
 success
8-teacher provides experiences where occasional failure is
 acknowledged as part of everyone's experience; second
 attempts are encouraged
9-other (specify) (xerox or summarize) document page #

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

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies
 as important for reaching a particular ethno-linguistic group:
(specific or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian,
traditional classroom. An open classroom where teacher partici-
pates 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.
4. Teacher accepts, acknowledges, and rewards
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 #

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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

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   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; realia; crafts of both cultures are exhibited in the classroom
   6. Language and cultural content are integrated
   7. Other (specify)
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of N-ET culture, please summarize below: (or attach xerox)
found in document page __...
O-not mentioned

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

Observation by teacher aides observing 5 randomly sampled children from each of the 3 bilingual classrooms during 1 week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also.

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

23.5 American culture is defined:
O-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural
23.3 If project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox document page/#)

- None mentioned

Observation by teacher aides observing 5 randomly sampled children from each of the 3 bilingual classrooms during 1 week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also.

23.4 In the bicultural component knowledge of the N-NT culture involves (mark all that apply)

- No bicultural component mentioned
- Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
- Historical-cultural heritage of the past--contributions to art and science
- "Deep" culture: family patterns and contemporary way of life.
- Itemization of surface aspects of a country--geography, dates of holidays etc.
- A specific culture only e.g. one Indian tribe
- Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
- A third culture different from N-NT or NT
- Other (specify)

23.5 American culture is defined:

- Not specified
- Narrowly: primarily Anglo-Saxon orientation
- Broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
- 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:

- Group not specified
- Project children
- Adults of the project community
- Teachers
- No-bilingual library not mentioned

24.2 An ethnic studies library is provided for:

- Group not specified
- Project children
- Adults of the project community
- Teachers
- No-ethnic studies library not mentioned
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

0 - method not specified
1 - bilingual newsletter
2 - monolingual newsletter
3 - ads 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)
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 interests, events and problems
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)
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 (Spanish)
   3-other (specify)
   (Recruiting teacher aides from among mothers)

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

Pictures about the project, newsletters in English and Spanish...
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
APPENDIX C

SUMMARY OF THE PRE AND INSERVICE STAFF QUESTIONNAIRE
In evaluating your project, we would like to know what you feel and think about the preservice and inservice training you received. We have made up a list of topics which are often discussed during the pre-service and/or inservice training workshops of bilingual education projects. These topics, as you will see on the following page, fall into four main groups:

1. Why the project exists and what needs it is designed to meet;
2. The actual techniques of instruction in the (bilingual) program;
3. The relationships between project personnel and the people and groups to which the project is accountable;
4. Other things.

It is likely that there are topics that were included in your training workshops that you will not find on this list and, at the same time, some of the items listed will not be relevant to your project or to the training you received. If the topic was not covered in your workshops, simply check "no" to the question "was this topic covered" and go on to the next topic on the list. If there were things covered in your training which we have not thought to include, we have asked that you list or describe these in question 1 on the second page of the questionnaire.

Assuming that a topic was covered during the course of your training (and that you have checked "yes" to the question, "was the topic covered") you will notice that there are three main things we would like to know:

Question #2 "If the topic was covered"

a. "How adequately was the topic covered?" and

b. "Did you find (the coverage of this topic) useful in your classroom activities?"
Question #3 "Would more information on this topic be useful?"

Please check the appropriate answer to each of these questions.

In addition to asking you to fill out this chart for the pre-service and inservice training you received, we would appreciate it if you would briefly answer the questions (3) on the next page.

THANK YOU.

P.S.: Any suggestions or comments that you have about this questionnaire would also be appreciated.
<table>
<thead>
<tr>
<th>PRE AND IN-SERVICE WORKSHOP</th>
<th>1. Was the topic covered?</th>
<th>2. If the topic was covered:</th>
<th>3. Would more information on this topic be useful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. EXPLANATION OF THE PROJECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs which the project was designed to meet</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>II. INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of English language materials</td>
<td>9</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Use of Spanish language materials</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Amount of time spent in English and Spanish writing objectives</td>
<td>8</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>How to motivate the child into participating in class</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>How to give positive reinforcement to students</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>How to adopt lesson plan to individual needs of students</td>
<td>9</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Use of small groups</td>
<td>8</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Appreciation of Mexican culture</td>
<td>9</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>III. RELATIONSHIPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the interests of the community</td>
<td>9</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Understanding of parents</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>IV. PROJECT DETAILS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing and evaluation</td>
<td>9</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Keeping records on each child</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Understanding the role of the project teachers</td>
<td>9</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Understanding the role of the project aides</td>
<td>8</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Understanding the role of the project administrators</td>
<td>9</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
1. What topics would you have liked to have included in your training other than the ones covered?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. No response</td>
<td>4</td>
</tr>
<tr>
<td>b. More about writing curriculum</td>
<td>3</td>
</tr>
<tr>
<td>c. More about Mexican culture</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Of the topics covered, which three have you used the most?

<table>
<thead>
<tr>
<th>Topics</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use of Spanish Language Materials</td>
<td>8</td>
</tr>
<tr>
<td>b. Use of small groups</td>
<td>7</td>
</tr>
<tr>
<td>c. Appreciation of Mexican culture</td>
<td>6</td>
</tr>
<tr>
<td>d. Writing objectives</td>
<td>1</td>
</tr>
<tr>
<td>e. Understanding parents</td>
<td>1</td>
</tr>
<tr>
<td>f. No response</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Were any of the topics covered of little or no value to you in your job?

<table>
<thead>
<tr>
<th>Value</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. All were valuable</td>
<td>7</td>
</tr>
<tr>
<td>b. No response</td>
<td>2</td>
</tr>
</tbody>
</table>
SUMMARY OF PRE-TEST RESULTS OF THE ALUM ROCK UNIFIED
SCHOOL DISTRICT TITLE VII BILINGUAL EDUCATION PROJECT

Prepared by Thomas R. Owens, CPE Evaluator

INTRODUCTION

This report will present the findings of the October pre-testing of the Title VII Bilingual Education Project at Conniff Elementary School in Alum Rock Unified School District. The project involves 60 kindergarten children in two classes, and 30 first grade children in one class. A detailed description of the school, community, and staff will be given in the annual report. The purpose of this report is to summarize the findings of: 1) the Inventory of Developmental Tasks, 2) the Cervenka Comprehension of Commands and Directions Sub-Test, administered separately in both English and Spanish, 3) the Basic Concepts Test, 4) the Spanish Interrogative Test, 5) Story Retelling, 6) Ethnic Associations Observation, and 7) Parent Interview. This evaluation has been performed by contract with the Santa Clara Center for Planning and Evaluation (CPE) in accordance with the evaluation design for the project.

DESCRIPTION OF INSTRUMENTS USED

1. The Inventory of Developmental Tasks was developed by the Santa Clara Unified School District as a criterion referenced instrument to measure children's development in eight areas: coordination, visual motor, visual perception, visual memory, auditory perception, auditory memory, language, and conceptual. A total of 60 separate tasks are included in the inventory. This instrument was administered by project aides who were trained for the task by CPE to all project children.

2. The Cervenka Comprehension of Commands and Directions Sub-Test is a 20-item test developed by Dr. Cervenka in Texas for Mexican-American children. It is administered separately in English and Spanish to measure children's listening comprehension in each language. It was administered to all children in the project as well as to a kindergarten and first grade class in a different school of similar socio-economic and ethnic background which served as comparison groups.

3. The Basic Concepts Test was developed locally by the project staff and measures children's recognition of eight colors, six shapes, numbers one through ten, and ability to identify 10 pictures of common objects. This instrument was administered to all project children and to the control class.

4. The Spanish Interrogative Test measured children's ability to use the interrogative words "quién, qué, and donde" in Spanish sentences when asked to do so. The same directions were used for project and comparison children.

5. The Story Retelling exercise of oral production consisted of the test administrator reading several pages of a children's picture story individually to each child in English and asking the child to retell it. The same procedures were followed in Spanish. The tester recorded whether the child was able to use sentences of at least four words in retelling the story. Both project and comparison children participated in this exercise.
6. The Ethnic Association Observation consisted of the teacher aides observing five randomly sampled children from each of the three bilingual classrooms during one week in October to determine how many children played with children of their same ethnic background or with children of other ethnic backgrounds also. This observation was designed to measure the degree to which children of different ethnic backgrounds mixed with each other.

7. The Parent Interview schedule was developed to obtain language and family background of Project children as well as to determine their parent's aspirations and expectations for them, and their attitude toward bilingual training in the schools. Parents of each child were interviewed in their homes by the Project aides.

FINDINGS

1. Since the Inventory of Developmental Tasks (IDT) takes approximately one hour per child to complete and since comparative data from children in other school districts is available, it was decided to administer this test only to Project children. The aides who were trained to administer this test did an outstanding job with it and learned much about their children simply by administering these tasks.

Although the IDT assumes a hierarchy of tasks within each of eight dimensions, e.g., from creeping to jumping rope alone, it was found that, based upon the 90 students tested, some tasks were out of order. For example, the task of showing left and right hand was harder than surrounding tasks and was found to be more of a conceptual than a coordination task. Similarly the task on the IDT scaled as the most difficult within the conceptual dimension, that of sorting objects two ways, proved easier than expected for the bilingual education children. The fact that kindergarten children scored higher than first grade children on the most simple tasks such as creeping was accounted for by the aides as due to the embarrassment of certain first graders to perform so simple a task. The mean score for each of the bilingual classes for each task area is shown in Table 1. A summary for each class for each of the 60 tasks was provided directly to the teachers and aides in an oral feedback session in early January. Scores on the IDT appeared average for the bilingual Project children.
TABLE 1
Summary of Pre-Test Results of the Inventory of Developmental Tasks

<table>
<thead>
<tr>
<th>TASK AREA</th>
<th>Number of Items Per Area</th>
<th>Mean Score Per Task Area*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bilingual Classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K1 (N=30)</td>
</tr>
<tr>
<td>1. Coordinator</td>
<td>11</td>
<td>16.44</td>
</tr>
<tr>
<td>2. Visual Motor</td>
<td>10</td>
<td>12.58</td>
</tr>
<tr>
<td>3. Visual Perception</td>
<td>9</td>
<td>10.98</td>
</tr>
<tr>
<td>4. Visual Memory</td>
<td>8</td>
<td>6.93</td>
</tr>
<tr>
<td>5. Auditory Perception</td>
<td>7</td>
<td>3.22</td>
</tr>
<tr>
<td>6. Auditory Memory</td>
<td>6</td>
<td>4.88</td>
</tr>
<tr>
<td>7. Language</td>
<td>5</td>
<td>2.87</td>
</tr>
<tr>
<td>8. Conceptual</td>
<td>4</td>
<td>2.83</td>
</tr>
</tbody>
</table>

* Students were scored as two for correct performance of a task, one for partial performance, and zero for incorrect or no performance.

2. The Cervenka Comprehension of Commands and Directions Sub-Test was administered in English and in Spanish. When administered in English, it proved to be too easy for even kindergarten students. Children in the bilingual classes and comparison classes performed at approximately the same level. Table 2 shows the performance of students in the three bilingual and two comparison classes on each item. Because students performed so high on the English pre-test, it will not be used as one of the posttests in May.

The Cervenka Test in Spanish proved to be more difficult for students in both the bilingual and comparison classes. The number of children correctly following each direction in Spanish for each of the five classes is shown in Table 3. Even for the easiest items, there were only 10 and 13 kindergarteners respectively in each of the bilingual classes and eight kindergarteners in the comparison class who could complete the task. There were 13 first grade bilingual class children and four comparison class children able to complete any tasks in Spanish. This preliminary data suggests that in classes not having bilingual education, children tend to lose their ability to understand Spanish as they get older while the reverse is true in bilingual education classes.