This content analysis schedule for the Bilingual Education Program of the Healdsburg Union Elementary School District of Healdsburg, California, presents information on the history, funding, and scope of the project in its second year. 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. This schedule has been verified. (SK)
CHECK ✓ DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

Give Dates and Note if Evaluation is included in continuation.

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

VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess - M.S. Shore Date 6/10/72

0.2 Name of Project Bilingual Education

0.3 Address of Project Healdsburg Union Elementary District

0.4 304 Center Street Healdsburg, California 95448

0.5 STATE

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No. | 65 |
--- | ---
07 | 1969
17 | 1971

1.2 Any prior funding of BILINGUAL program, if Title VII continues or expands that program

2.1 Any prior funding of BILINGUAL program, if Title VII continues or expands that program

2.2 Year prior funding began

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

2.4 Source of prior bilingual program funding:
1-local
2-state
3-federal (specify)
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 to K)
0.3 Address of Project
Healdsburg Union Elementary District
0.4 304 Center Street
Healdsburg, California 95448

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE.
1.1 Year Project began under Title VII:
- Project No. 07 - 1970
- Project No. 17 - 1971

2.0 FUNDING (mark all that apply)
2.1 Any P.L.C. funding of BILINGUAL program, if Title VII continues or expands that program
- 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)

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

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

2.7 Source of concurrent funding, if cooperating with Title VII program:
1-local
2-state
3-federal (specify)
4-university
5-federal (specify) 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:
- none
4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Done</td>
<td>4-four</td>
</tr>
<tr>
<td>2-two</td>
<td>5-five</td>
</tr>
<tr>
<td>3-three</td>
<td>6-other</td>
</tr>
</tbody>
</table>

4.2 Total number of students in program:

- First year: 50
- Second year: 190
- Third year: [blank]

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Number of Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>50</td>
<td>7-grade 7</td>
</tr>
<tr>
<td>K-Kndgn</td>
<td>50</td>
<td>8-grade 8</td>
</tr>
<tr>
<td>PSK TOTAL HC. students PS and K</td>
<td>50</td>
<td>9-grade 9</td>
</tr>
<tr>
<td>1-grade 1</td>
<td>100</td>
<td>TOTAL students gr. 1-6</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>100</td>
<td>10-grade 10</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>100</td>
<td>11-grade 11</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>100</td>
<td>12-grade 12</td>
</tr>
<tr>
<td>5-grade 5</td>
<td>100</td>
<td>TOTAL students gr. 10-12</td>
</tr>
<tr>
<td>6-grade 6</td>
<td>100</td>
<td>TOTAL students</td>
</tr>
</tbody>
</table>

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

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
   - Non-English Dominant: 76
   - English Dominant: 76
   - HE dom: I
   - E-Dom - REIT

2. Total English Mother Tongue
   - E-Dom - REIT

I Total Non-English Dominant: 76
II Total English Dominant: 24
Total E-Dom: 24

Total: 76 76 76
grade and total number of students by grouped grade levels (by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-Preschool</td>
<td>A</td>
</tr>
<tr>
<td>K-Kindergarten</td>
<td>B</td>
</tr>
<tr>
<td>PSK</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

1-grade 1 | 50 |
2-grade 2 | 50 |
3-grade 3 |  |
4-grade 4 |  |
5-grade 5 |  |
6-grade 6 |  |
TOTAL | 100 |

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>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. N-E Dom - N-EN</td>
<td>II. E-Dom - EN</td>
</tr>
<tr>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

2. Total English Mother Tongue

<table>
<thead>
<tr>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. N-E Dom - EN</td>
<td>II. E-Dom - EN</td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

I Total Non-English Dominant: 76
II Total English Dominant: 24
Total E-Dom: 24

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

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

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

Example: a native F. speaking acculturated American who may or may not know a second lang.

Examples: 1) 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>Indigenous Americans:</th>
<th>Number</th>
<th>Per Cent of Total Students</th>
<th>if inferred, check (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Navajo</td>
<td>A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td>A2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td>A3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Americans of other ethnic backgrounds:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1 Mexican-American</td>
<td>B1</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>B2 Puerto-Rican</td>
<td>B2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td>B3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American</td>
<td>B4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Portuguese-American</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Chinese-American</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Eskimo</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Russian</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td>J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I TOTAL number of non-EDT target students</td>
<td>I</td>
<td>76</td>
<td>76 %</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I NEW No. (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II TOTAL number of non-EDT students other than target population</td>
<td>24</td>
<td>24 %</td>
</tr>
</tbody>
</table>

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

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

#### 5.5 Students' Dominant Language and Extent of Bilingualism.

- **Number of monolingual students**
- **Number of students bilingual to any extent**

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Number in program</th>
<th>Number of monolingual</th>
<th>Number of students bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic identity of English native tongue students other than target population, if specified, by number and per cent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I</strong> TOTAL number of EMT target students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II</strong> TOTAL number of EMT students other than target population</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' native language or mother tongue if DIFFERENT from their dominant language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominant language</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>1-English</td>
</tr>
<tr>
<td>2-Spanish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students' Dominant Language and Extent of Bilingualism.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominant language</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>--------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>24</th>
<th>12</th>
<th>12</th>
<th>12</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Navajo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Cherokee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Keresan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Other (spec.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Spanish</td>
<td>76</td>
<td>38</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>C</td>
<td>Portuguese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Russian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Other (spec.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
   Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation
   is voluntary
3 - Both EMT and N-EMT participation is voluntary (in addition to
   other criteria of project)
4 - Students selected according to some criteria of project

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

5.8 Community Characteristics (mark all that apply)

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>inner city-ghetto, barrio</td>
<td></td>
</tr>
<tr>
<td>major city</td>
<td></td>
</tr>
<tr>
<td>small city, town or suburb</td>
<td></td>
</tr>
<tr>
<td>rural, farm</td>
<td></td>
</tr>
<tr>
<td>reservation</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
   I for 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 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
   6.3 A
   B
   C
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 ITT participating students
(Indicate specific percent of low SES on the blank)
n.a. - no table (no EMT)
co. - not specified

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

6.0 SOCIO-LINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
I for N-EMT group
II for ITT 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. ITT
1. Parents
2. Children
3. Teachers
4. Community
5. Others
(specify)

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

USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING
1. Home
2. Church
3. School
4. Work
5. Socializing
6. Neighborhood
7. Film-TV-radio
8. Magazines, news
9. Others
(specify)
6.4 If not included in survey, how was student’s language dominance determined?

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

6.6 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

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

1. yes
0. no

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

0. not mentioned

7.0 STAFF SELECTION

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

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

A - Monolingual  B - Bilingual
6.6 N-ZIT parents' attitudes toward maintenance of child's N-ZIT in particular domains of use or complete shift to English

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

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

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

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

7.0 STAFF SELECTION

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

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>NEMT</th>
<th>E Dom</th>
<th>E Dom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue not specified</td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>Specified whether monolingual or bilingual</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>N-English language</td>
<td>No.</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Total number</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

A Total Number of Teachers

N 4
7.2 Linguistic background of project aides or paraprofessionals, by number:

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Mother tongue not specified</th>
<th>Not specified whether monolingual or bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E Dom</td>
<td>N-EMT</td>
<td>A Monolingual</td>
</tr>
<tr>
<td>II E Dom</td>
<td>EMT</td>
<td>II E Dom</td>
</tr>
<tr>
<td>II E Dom</td>
<td>EMT</td>
<td>II E Dom</td>
</tr>
<tr>
<td>1 N-EMT</td>
<td></td>
<td>A Total Number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B Total Number</th>
<th>of aides or</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monolingual</td>
<td>Bilingual</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I A</th>
<th>I B</th>
<th>II A</th>
<th>II B</th>
<th>25</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.3 Language(s) used by bilingual program teachers:

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether or not it 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: 7.4 N.S.

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,
### 7.3 Language(s) used by bilingual paraprofessionals

<table>
<thead>
<tr>
<th>No.</th>
<th>Language(s) used by bilingual paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>B. Aides</td>
</tr>
<tr>
<td></td>
<td>C. Proj. Director</td>
</tr>
<tr>
<td></td>
<td>D. Evaluator(s)</td>
</tr>
</tbody>
</table>

#### (Mark all that apply)

1. Bilingual teachers instruct in only one language
   - 1a. Bilingual teachers who instruct in only one language teach in their dominant language, regardless of whether that is their native or second language.
   - 1b. Bilingual teachers who instruct in only one language teach in their native language:
     - 1b1. Only if native language is also their dominant language
     - 1b2. Even if native language is not their dominant language
   - 1c. Not specified
   - 1d. Language(s) used by teachers not specified

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

3. Bilingual aides instruct in their dominant language, whether or not it is their native language.
   - 3a. Only if native language is also their dominant language
   - 3b. Even if native language is not their dominant language
   - 3c. Not specified

### 7.5 Cultural affiliation of teachers, aides, director, and evaluator

<table>
<thead>
<tr>
<th>No.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers</td>
<td></td>
</tr>
<tr>
<td>B. Aides</td>
<td></td>
</tr>
<tr>
<td>C. Proj. Director</td>
<td></td>
</tr>
<tr>
<td>D. Evaluator(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Cultural affiliation of teachers, aides, director, and evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0. Not specified</td>
</tr>
</tbody>
</table>

### 7.6 Number and percent

<table>
<thead>
<tr>
<th>No.</th>
<th>Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers</td>
<td></td>
</tr>
<tr>
<td>B. Aides</td>
<td></td>
</tr>
<tr>
<td>C. Proj. Director</td>
<td></td>
</tr>
<tr>
<td>D. Evaluator(s)</td>
<td></td>
</tr>
</tbody>
</table>

- 0: Language(s) used by teachers not specified

**Note:** For the purpose of this sample, the table data is not filled in.
7.6 Selection of N-ZIT teachers from local community

Number of N-ZIT program teachers from local community ... ... N.S.

and % ... of total N-ZIT teachers.

7.7 Number and Proportion of teachers and aides of same

cultural background as N-ZIT 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-ZIT (in country where it is a native/active-
language, in Peace Corps)
4 - previous teaching in local area live in the community
5 - courses in N-ZIT language structure and usage linguistics or FL train
6 - courses in N-Z literature or literacy in Spanish
7 - must be bilingual
8 - any previous education through N-ZIT/content of courses learned through
9 - courses in teaching ESL/audio lingual approach
10 - courses in methods of teaching N-ZIT language/language development
11 - courses in methods of teaching content (e.g. math) in N-ZIT
12 - certification in ESL/or experience teaching ESL
13 - certification in teaching N-ZIT
14 - cross cultural courses
15 - courses in the cultural heritage, values, deep culture of N-ZIT or
other qualifications, specify
16 - travel

8.0 STAFF DEVELOPMENT

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)

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

1 - English as their second language
2 - The teaching of English as a second language
3 - X as their second language
4 - The teaching of X as a second language
5 - Methods of teaching other academic subjects
6 - Methods of teaching other academic subjects
7 - in X language
8 - Other qualifications, specify
### 7.5 Teacher Qualifications - Training and experience prior to project

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>must be bilingual</td>
</tr>
<tr>
<td>2</td>
<td>any previous education through L-ZIT/content of courses learned through L-ZIT</td>
</tr>
<tr>
<td>3</td>
<td>must have Calif. Elem. Teaching Credential, demonstrated competencies in bilingualism, teaching of communication skills, working with adults, and planning educational programs.</td>
</tr>
</tbody>
</table>

#### 8.0 STAFF DEVELOPMENT

- No staff training mentioned

#### 8.1 The project is offering training for teachers

**A.** For

- Teachers

- Professional staff

---

<table>
<thead>
<tr>
<th>No.</th>
<th>Training indicated, but nature not specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English as their second language.</td>
</tr>
<tr>
<td>2</td>
<td>The teaching of English as a second language.</td>
</tr>
<tr>
<td>3</td>
<td>French as their second language.</td>
</tr>
<tr>
<td>4</td>
<td>The teaching of French as a second language.</td>
</tr>
<tr>
<td>5</td>
<td>Methods of teaching other academic subjects.</td>
</tr>
<tr>
<td>6</td>
<td>Methods of teaching other academic subjects in X language.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>No.</th>
<th>Stated goals of teacher training are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding socio-cultural values and practices.</td>
</tr>
<tr>
<td>2</td>
<td>Cross-cultural training.</td>
</tr>
<tr>
<td>3</td>
<td>Sensitivity to ethnocentricism and linguistic snobbery.</td>
</tr>
<tr>
<td>4</td>
<td>Awareness of the social-emotional development of.</td>
</tr>
<tr>
<td>5</td>
<td>Strategies for accommodating the different learning styles of.</td>
</tr>
<tr>
<td>6</td>
<td>Cross-cultural teaching or teaching the multicultural component.</td>
</tr>
<tr>
<td>7</td>
<td>Formulation of pupil performance objectives.</td>
</tr>
<tr>
<td>8</td>
<td>Methods of evaluation of pupil performance objectives.</td>
</tr>
</tbody>
</table>

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

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

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

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

8.6 Paraprofessional's role:

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

8.7 Training for project teachers and paraprofessionals is given by:

(mark all that apply) A for teachers B for aides

1. not specified
2. university faculty
3. project's Master Teachers
4. project's teachers
5. other (specify)
6. consultants

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

1. bilingual
2. bicultural
3. HIV (specify background)

8.9 Training is provided:

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

8.10 Extent of training:

B (indicate no. of hours)

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

8.11 Number and proportion of teachers attending training:

if specified descriptively, indicate:

0. not specified
1. 1-100%
2. 2-more than 75%
3. 3-74%
4. 4-most
5. 5-75%
6. 6-50%
7. 7-sany
8. 8-four
9. 9-other (specify)
8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 NO

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

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1 2 3
(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-consultants

8.8 Number and proportion of personnel giving teacher training who are:
1-bilingual
2-bicultural
3-bilingual or bicultural (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
5-weekly
6-monthly
7-bi-monthly

8.11 Number and proportion of teachers attending training:
o-if specified descriptively, indicate:
0-not specified
1-100%
2-75-100%
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) 9.1 6
0-not mentioned
1-to N-ENI language or dialect
2-to N-ENI students - expectations of achievement
3-to N-ENI 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 patterns: (mark all that apply)
- 5-bilingual teacher
- 6-ESL teacher
- 7-bilingual coordinator
- 8-aides or paraprofessionals
- 9-consultant psychotherapist or guidance counselor
- 10-no special help given

10.3 Average number of pupils per class:
- 0-not specified
- 25

10.4 Average number of aides or paraprofessionals per class:
- 0-not specified
- 1

10.5 Average number of L-MT or bilingual aides (or paraprofessionals) per class:
- 0-not specified
- 1

10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
- 2-in small groups
- 3-teacher
- 4-special remedial teacher
- 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></th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-MT language will be maintained in program:</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(mark all that apply)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-not specified for long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-as the alternative language of learning</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for as long as desired</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-as the medium of instruction for special subject matter (e.g., cultural heritage)</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

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

0-not mentioned
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in L-MT and English in Pre-K, ..."
### 10. 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 N-MT 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
- 2-in small groups
- 3-not specified

**by:**
- 3-teacher
- 4-special remedial teacher
- 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
- 10-no special help given

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 0-not specified how long
- 1-as the alternative language of learning
- 2-as the medium of instruction for special subject matter (e.g., cultural heritage)
- 3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English

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

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

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

#### 11.3 Second language learning is introduced in which grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.A. (if no MT)</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| for each group N.A. Pre-K | I 1 2 3 4 5 6 7 8 9 10 11 12
| I 2 | ☑   |     |     |
| II 3 |     |     |     |
| III 4 |     |     |     |
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 training

- Code: 1 = College or University (Other professional training)

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

- Code: if no EIT specified: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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

- Code: if not specified/Grade: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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

- Code: O = not specified; M = math, S = science, SS = social studies

11.8 Subjects taught in native language through M-EIT instruction:

<table>
<thead>
<tr>
<th>Pre K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</tbody>
</table>

11.9 Percentage of time per day of instruction through M-EIT:

<table>
<thead>
<tr>
<th>Pre K</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
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</tbody>
</table>

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

- Code: O = not specified; N.A. = not applicable, no M-EIT, E dom students

<table>
<thead>
<tr>
<th>Pre K</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
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</tbody>
</table>

11.11 Subjects taught in native language through EIT instruction:

11.12 Percentage of time per day of instruction through EIT:

<table>
<thead>
<tr>
<th>Pre K</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
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</tbody>
</table>
11.5 Second language learning for English dominant students is projected through grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>00 if 0 not</th>
<th>specified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>0 = not specified</th>
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<tbody>
<tr>
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<td>12</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Min. per day of instruction</th>
<th>Total Min. per day of instruction</th>
<th>Subjects taught</th>
<th>% of time per day of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>12</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Min. per day of instruction</th>
<th>Total Min. per day of instruction</th>
<th>Subjects taught</th>
<th>% of time per day of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
<th>Min. per day of instruction</th>
<th>Total Min. per day of instruction</th>
<th>Subjects taught</th>
<th>% of time per day of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
VI. Performance Objectives (Continued)

11. To utilize all available resources for funds and materials that will contribute to the success of the project.

VII. Program Procedures

A. The major priority of the project is in the area of increasing the bilingual functioning of the target children. These children develop an educational handicap very soon in their school career. This results in two handicaps, the bilingual gap and the conceptual gap. For this reason the major priority attack area would be to present to the non-English speaking child a systematic program of instruction to promote the child's conceptual development.

The program would use two main methods of attack through the increasing of the four major language skill areas, listening, speaking, reading, and writing. In this portion of the program instruction would be bilingual, but the major portion of the instructional time would be in English and using Spanish as necessary to supplement the basic instructional process.

The second main method of attack would be in those areas of the curriculum which are more experiential in nature. Such areas as science, art, music, physical education, various field trips and other such experiences would be conducted in the native tongue, with English used to supplement communication where appropriate. In this attack area the transition would be made from the native language to English only as progress is being made in the language skill areas. Consequently there would be a free movement language wise between the two areas.

Secondary attack areas that are viewed as concerns and will be dealt with as various aspects of the project become operative:

1. Development of feelings of adequacy and self-worth for each child involved in the project.
2. Providing for the Mexican-American child to find success in an alien educational setting in which he finds himself.
4. Involving parents meaningfully in the educational process of their children.

The basic instructional approach to meeting the major attack area of the project will be through the language experience approach. The assumptions underlying this approach, made by Mildred Black of the Los Angeles City Schools, are that:

1. Children learn better to a greater degree in an environment which stimulates them to think, to explore, and to want to express themselves.
11.13 Program is one-way - only non-English language students (including N-MIT-English dominant). English language students do not receive instruction in a second language.

0-no English language students
1-2-way - EIT 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>Min. per day of instruction</th>
<th>Total min. per day of instruction</th>
<th>Subjects taught in second language through N-MIT instruction</th>
<th>% of time per day of instruction through N-MIT instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre 1</td>
<td>60</td>
<td>230</td>
<td>Lang</td>
<td>20.7%</td>
</tr>
<tr>
<td>Pre 2</td>
<td>60</td>
<td>230</td>
<td>Lang</td>
<td>20.7%</td>
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<tr>
<td>3</td>
<td>60</td>
<td>230</td>
<td>Lang</td>
<td>20.7%</td>
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<td>4</td>
<td>60</td>
<td>230</td>
<td>Lang</td>
<td>20.7%</td>
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<td>5</td>
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<td>Lang</td>
<td>20.7%</td>
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<td>6</td>
<td>60</td>
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<td>Lang</td>
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<td>7</td>
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<td>Lang</td>
<td>20.7%</td>
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<tr>
<td>12</td>
<td>60</td>
<td>230</td>
<td>Lang</td>
<td>20.7%</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)

12.0 Methods of second language teaching

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

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

(i.e., 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.
a. 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.

b. 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.

c. Grammar - Translation Method

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>
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<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

Note: Some items left unspecified after verification

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 determined by:
1- Measure of listening-speaking proficiency

(*) Audiolingual Method: listening, speaking, reading, and writing

[Diagram]

[ERI]
Grammar - Translation Method


13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

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

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

Note: Some items left unspecified after verification

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

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

13.4 Second language reading skills are learned:
1- Concurrently with learning to read in dominant language
2- After a specified level of dominant language reading competence achievement
3- A specified period of time after learning to read in dominant language (e.g. a specific grade)
4- Before learning to read in dominant language
II. Program Procedures (Continued)

2. Children learn more from a curriculum which is based on their own culture and their own experiences.

3. The skills of listening, speaking, reading, and writing are inextricably interwoven and are most effectively developed through their interrelated use.

4. Among bilingual pupils, the school must capitalize upon the total language ability the child brings with him. The function of the program is expression, regardless of the language used by the pupil. Refinement of expression and skill in the use of English are later goals.

Using the four major assumptions as the philosophical frame of reference from which to operate, the following areas will be developed:

1. Developing an awareness of oral words as language units.
2. Enriching oral vocabulary.
4. Formulating sentences.
5. Organizing ideas into language units.
6. Use of narrative expression.
7. Improving articulation.
8. Developing sensitivity to inflectional variants.
9. Developing an ability to discriminate various auditory and visual stimuli.

Pre-reading and reading instruction will center around the oral language of the pupils, and it is hoped that all of the language instruction will have been generated out of the experience of the children. Using the cultural materials of the pupils an attempt will be made to develop a meaningful language curriculum from the various experiences of the children. Listening, speaking, reading, and writing vocabularies will come directly out of the objects and activities with which the children have daily contact.

The second attack area, those areas of the curriculum such as science, art, physical education, math, etc., will also be approached from an experiential point of view and will be integrated in the total program. All of the day to day experiences in the classroom must be interrelated and all elements of the curriculum will be parts of the larger whole. From this standpoint the teacher will attempt to provide the child with as many meaningful experiences as possible. An attempt will be made to gain for the student as much exposure to the various cultural influences available. This would include such things as field trips and resource persons brought to the class. There should be a constant effort made to have the child interact with his environment through such activities as: field trips, outdoor education parties, visits to homes, etc.
13.5 Reading is introduced:
- individually, when child is ready
- at a specific time during grade:

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

13.6 IA
13.6 IB
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)

13.7 IA
13.7 IB
IIIA
IIB

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)

13.8 IA
13.8 IB
IIIA
IIB

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

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

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

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

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

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

6- other (specify)

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

14.0 IA
14.0 IB
IIA
IIB
**15.0 TREATMENT OF CHILD'S LANGUAGE:**

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<th></th>
<th>I</th>
<th>II</th>
<th>15.0 IA</th>
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</thead>
<tbody>
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<td>Mon Eng. dom.</td>
<td>Eng. dom.</td>
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<td>students</td>
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<td>lang.</td>
<td>lang.</td>
<td>B 2nd</td>
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</table>

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

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

3-Other (specify)

0-Not specified

**16.0 MATERIAls**

**16.1 Reading Materials-Types**

Reading Materials are: (mark all that apply)

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:**

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

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

- None specified
- Pattern drills
- Dialog memorization
- Choral repetition
- Songs
- Programmed instruction
- Stories read to children
- Audio Visual Aides
- Films, filmstrips
- Flannel or magnetic boards
- Realsia, graphic displays
- Records, tapes
- Listening centers
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.)
   16.1 IA IA II: IIIB
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-audio visual aides
      -films, filmstrips
   8-flannel or magnetic boards
   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
23-Other (specify) games

Learning outside the classroom:
   20-field trips
   21-suggested TV programs
   22-Other (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

17.0 STUDENT GROUPING

7.1 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 IT 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
2-by native language
3-by dominant language
4-by language proficiency
   (ex. level of reading skill)
n.a. not applicable
   (no E.dom/N-EMT)
The specific bilingual/bicultural materials used in the language component are:

- not specified

[Page and document xerox attached: 15a-C]

17.0 STUDENT GROUPING

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

- not specified

Pupils of both linguistic groups are:

- always mixed for all learning
- mixed for language learning
- mixed for some academic subject learning
- mixed for non-academic learning: art, music, gym, health
- separated for native and second language learning into dominant language groups
- separated for most academic subject learning into dominant language groups
- never mixed for language or other academic learning
- other (specify)

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

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

- more than ½ the time
- less than ½ the time
- not specified

17.3 Criteria for grouping:

- not specified

I Non Eng dom | 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)
n.a. not applicable
(no E. dom/III)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)

- not mentioned

- type is not specified
1-inter-ethnic (II-EHT student tutors EHT students)
2-intra-ethnic (II-EHT student tutors N-EHT)
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:

- area not specified
1-inter-ethnic (N-EHT 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
Classroom Materials

The following lists of books and materials are those that may be used in the proposed program. This list is not final however, as the classroom teacher is planning to visit Mexico this summer and plans to seek additional materials that can be of use to the project.

Books

(Resource books)

Shuck Loves Chelsea, Leonard Olguin
Dictionary or Problem Solving Approach to Social Studies, Hilda Teba
Introducing Foreign, Louise Lancaster

(Classroom Books)

ABC-XYZ
Antología de la Literatura Infantil es la Lengua Española
El Árbol Chico
Adventuras de Adjia en el país de las maravillas; al Otro Lado del Espejo y que vio Alicia allí
Las Aventuras de Pinóco
Blancas nieves
El Bosque Maravilloso
Cancionero Infantil Universal
The Cat in the Hat Beginner Book Dictionary in Spanish
Cuatro Cuentos de Andersen
El Cueto de Ferdinand
Cuentos
Cuentos para grandes y chicos
Los Días Perritos
Los Dos Ratónicos/El Burrito Descontento
Enciclopedia de la Fábulas
Esta Era una Vez Bajo las Palmeras
Fábulas
Los Fiestas de mi Escuela
Historia y Antología de la Literatura infantil Iberamerica
La Lechera y las habitaciones mágicas
Leyendas del Caribe
Leyendas Mexicanas
El Libro de Oro de los Niños
Mother Goose on the Río Grande
Música y Canciones
Primer Libro de Oro de los Números
¿Qué Dices?
Tula, la Torreaga
Vaquero Pequeno
Verdadera Historia de los Sú
My First Dictionary
Autosort Language Arts Program Levels ABC DD (Language Master cards)
Talking Foreign Dictionary (Language Master cards)
Ginn Readers Lesson Analysis (See page 32 of Teacher's Manual)
Healdsburg Union Elementary School District
Title VII, Bilingual Education Program
April 1970

**APPENDIX A - continued**

**Music and Games**

- Merry-go-round of Games in Spanish #7-257-4, $1.00
- Regional Dance of Mexico #3-603-2, $1.00
- Tape #1-005-9 Dance of Mexico, $7.00
- Vocolingo #7-839-4, $2.50
- Vocalico #7-832-5, $2.50
- Loteria #7-255-4, $2.70
- Spanish Antoynas #7-258-4, $1.50
- Let's Play Games in Spanish #7-639-1, $2.55
- Book II Let's Play Games in Spanish #7-839-2, $2.55
- Paso a Paso #7-124-4 (record), $5.95
- Folk Songs of Mexico #7-129-4 (record), $5.95
- Sing & Speak Spanish (series from teaching Spanish in the grades by Hargit MacRae & Den Cruz)
  - Album #1 7-161-4, $5.95
  - Album #2 7-462-4, $5.95
  - Album #3 7-463-4, $5.95
  - Album #4 7-464-4, $5.95
  - Album #5 7-464-5, $5.95

Above items available from:
National Textbook Corporation
6259 Niles Center Road
Skokie, Illinois 60076

**Miscellaneous material**

- Concepts in Science - AAAS Materials
- Classroom Laboratory and Materials
- Activities books
- Investigation cards
- Que Foles? (Weekly Reader in Spanish)
- Listen and Do - Phonics Records and Worksheets
- Peabody Language Development Kits (Level II)
- Introducing English
- Miami Linguistic Readers
- Speak to Learn (Teacher's Manual)
- Phonics Readiness Sets
- Modern School Mathematics (teacher's manual)
- Training in Some Prerequisites for Beginning Reading
- Victoria Libro Primero de Lectura y Escritura
- Coquito, Libro de Lectura y Anicio
- Matematica para la Educacion Primaria
- Concepts in Science, California State Series
- Health
- Aritmetica Primer Grado
- Para Chiquitines (finger play, poems, songs)
- Language Master - vocabulary in English and Spanish vocabulary
- ABC Lotto
ADDENDUM — A — continued

Alphabet cards
Alpha - Space
Color Matchettes
Wooden Puzzles
Color Drill cards
Instructo Initial Consonant Sounds
Instructo Classification
Instructo Final Consonant Blend
Getting to Know Spanish (records, flash cards, dialogs, lang. drill
Time Teacher
Spanish Picture Bingo
Janet & Mark Word Bingo
Word Bingo
Alphabet Bingo
Phonetic Bingo
Audio-Visual English

Above items available from:
The Macmillan Company
School Division
666 Third Avenue
New York, New York 10022

Audio-Visual Materials

These will be selected during the summer when time permits an in-depth perusal of the available materials and a chance to preview each.
18.3 Parent tutoring: (mark all that apply)
- no-not mentioned
- 0-type not specified
- 1-inter-ethnic parent tutoring is used
- 2-intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS

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

20.0 COGNITIVE DEVELOPMENT

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

2. a non-graded classroom: pupils of different ages are grouped together during part of the school day
3. flexible or modular scheduling
4. small group instruction
5. individualized learning
6. open classroom
7. guided discovery and inquiry
8. a curriculum which is both child and subject-centered
9. others (specify)
10. if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0. method not mentioned

1. structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
2. non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3. labeling and discussion of concepts related to time, space, distance, position
4. labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5. direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher'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:

1. Self-esteem is an objective but methods not specified
   Teacher encourages pupil to verbally express his feelings:
   1. Through role-playing
   2. Puppetry
   3. Language-experience approach: students dictate stories from their own experience
   4. Teacher accepts, acknowledges ideas and feelings
   5. Teacher encourages non-verbal expression of child's feelings through painting, music, dancing
   6. Teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
   7. Teacher provides experiences leading to competency and success
   8. Teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
   9. Other (specify) (xerox or summarize) document page #

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

10. Pupils act as tutors for other pupils
11. Pupils have some options in choice of curriculum
12. Pupils choose activities from a variety of interest centers
13. Older pupils participate in curriculum planning and/or development
14. Pupils write a bilingual newspaper for dissemination to the community
15. Other (specify)

22.0 LEARNING STRATEGIES

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

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

22.0 LEARNING STRATEGIES

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

23.0 BICULTURAL COMPONENT

23.1 This program is:
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, 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-EN culture, please summarize below: (or attach xerox)
Found in document: ________ page ________.
0-not mentioned

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

23.4 In the bicultural component knowledge of the N-EN culture
involves (mark all that apply)
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature
(oral or written), achievement of particular people or political
movements
2-Historical-cultural heritage of the past--contributions to art
and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates
of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
speaking peoples)
7-A third culture different from N-EN or EN
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
23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0-none mentioned

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

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

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for:
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for:
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark P that apply)
0-method not specified
1-provision for informing community
2-bilingual newsletter
3-monolingual newsletter
4-news sent to mass media
5-articles included with project, check 4
6-bilingual fliers sent home
7-formal meetings
8-informal meetings open to entire community
9-meetings conducted in both languages
10-home visits
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-not mentioned
1-opening school facilities to the community at large for use after school hours and on weekends
24.4 Community involvement in the formulation of school policies and programs is sought through:
0-type not specified
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetings open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how

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

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

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program
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 "will be"
2-"will be"
3-Post-tests have been given to project group or sample "will be"
4-"will be"
5-Pre-tests have been given to comparison group "will be"
6-"will be"
7-Post-tests have been given to comparison group "will be"
8-"will be"