This content analysis schedule for the Bilingual Bicultural Project of School District 1 of Pima County, Tucson, Arizona, 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 by the project. (SK)
<table>
<thead>
<tr>
<th>Evaluation design</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
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<tbody>
<tr>
<td>Initial Proposal</td>
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<tr>
<td>2nd Year Continuation Cont. A + Cont. B</td>
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<td></td>
<td>(They are not identical)</td>
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<tr>
<td>3rd Year Continuation</td>
<td>(on separate C.A.S.)</td>
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<td>(for 2nd yr. only)</td>
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</table>

Give Dates and Note if Evaluation is included in continuation.

- **Final evaluation**: June '70
- **Pre-audit**: Dec '69
- **Final audit**: July '70
**CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS**

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<td>0.2 Name of Project</td>
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<tr>
<td>2.7 Source of Concurrent Funding</td>
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<td>2.8 Total Title VII Grant (first year)</td>
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<tr>
<td><strong>UNIVERSITY Involvement with Project</strong></td>
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<tr>
<td><strong>SCOPE OF PROJECT</strong></td>
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<td>4.1 Number of Schools Involved</td>
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<td>4.2 Students - total number</td>
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<td>4.3 Students - grade level, number of classes, and number of students by grouped grade levels</td>
<td>2</td>
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<td>2</td>
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<td>5.4 Students' Native Language if Different from Dominant Language</td>
<td>3</td>
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<tr>
<td>5.5 Students' Dominant Language and Extent of Bilingualism</td>
<td>3</td>
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<td>4</td>
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<td>5.11 Proportion of Migrant Students in Project</td>
<td>4</td>
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<tr>
<td><strong>SOCIOLINGUISTIC SURVEY</strong></td>
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<tr>
<td>6.0 Existence of Survey</td>
<td>4</td>
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<tr>
<td>6.1 Language Dominance by Domains and through Various Means of Communication</td>
<td>4</td>
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<td>5</td>
</tr>
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<td>5</td>
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<tr>
<td>6.5 N-EMT Parental Attitudes toward Language Maintenance or Shift</td>
<td>5</td>
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<td>5</td>
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<tr>
<td>6.7 Student Attitudes toward Native and Second Language Learning</td>
<td>5</td>
</tr>
<tr>
<td>6.8 Community Attitudes toward Maintenance</td>
<td>5</td>
</tr>
</tbody>
</table>
0.1 City and State of Project
0.5 State (checklist)

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII

2.0 FUNDING
2.1 Funding of Bilingual Program; Prior to Title VII
2.2 Year Prior Funding Began
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program
2.4 Source of Prior Bilingual Program Funding
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program
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5.3 Ethnic Identity of English Mother Tongue Students
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5.5 Students' Dominant Language and Extent of Bilingualism
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5.8 Community Characteristics
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6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey
6.2 Groups Included in Survey
6.3 Language Dominance by Domains and through Various Means of Communication
6.4 Determination of Students' Language Dominance (if not in Survey)
6.5 Survey Includes Determination of any Inter-Language in Community
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7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students
7.8 Teacher Qualifications (Training Prior to Project)

8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals
8.2 Stated Goals of Teacher Training
8.3 Methods of Teacher Training
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals)
8.5 Provision for Paraprofessionals to Receive Credit toward Certification
8.6 Role of Paraprofessionals
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#### 10.2 Staff

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#### 11.3 Grade When Second Language Learning Is Introduced

#### 11.4 Projected Linking of Current Project to Future Bilingual Program

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#### 11.13 Program Type - One Way

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#### 11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom

### 12.0 METHODS OF SECOND LANGUAGE TEACHING

### 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

#### 13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages

#### 13.2 Relation of Reading and Writing to Listening, Speaking

#### 13.3 Determination of Listening, Speaking Proficiency

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#### 13.5 Period Reading Is Introduced

#### 13.6 Determination of Reading Readiness

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#### 16.2 Reading Material in Child's Dialect

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#### 16.5 Specific Bilingual/Bicultural Materials Used

### 17.0 STUDENT GROUPING

#### 17.1 Mixed or Separated by Dominant Language

#### 17.2 Size of Groups

#### 17.3 Criteria for Grouping

### 18.0 TUTORING

#### 18.1 Student Tutoring

#### 18.2 Paraprofessional Tutoring

#### 18.3 Parent Tutoring

#### 18.4 Training of Parent Tutors

### 19.0 CURRICULUM PATTERNS
Bilingual education applied research unit
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION: P.O.G.A.M.I.S

Research Assistant: R. Hess - R. Ehrlich - M. Snore
Date: 6/30/71

0.1 Project No. 310

Name of Project: Bilingual Bicultural Project
Address of Project: School District #1 - Pima County
P.O. Box 4040 - Tucson, Arizona

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

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

2.0 FUNDING (mark all that apply)
2.1 1-Any P.L.C. funding of BILINGUAL program, if Title
VII continues or expands that program
0-no prior funding mentioned

2.2 Year prior funding began

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

2.4 Source of prior bilingual program funding:
1-local
2-state
3-federal (specify)
4-university
5-federal (specify)
6-other (specify)
0.3 Address of Project: School District #1 - Pima County
0.4 P.O. Box 4040 - Tucson, Arizona

<table>
<thead>
<tr>
<th>STATE</th>
<th>ADDRESS</th>
<th>0.5</th>
</tr>
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<tbody>
<tr>
<td>1-Alaska</td>
<td>43, 6 N o1, Di 54 ri # 1- PIMA CO</td>
<td>-</td>
</tr>
<tr>
<td>2-Arizona</td>
<td>12-lahama 22-Oregon</td>
<td>-</td>
</tr>
<tr>
<td>3-California</td>
<td>13-Massachusetts 23-Pennsylvania</td>
<td>-</td>
</tr>
<tr>
<td>4-Colorado</td>
<td>14-Michigan 24-Isle Island</td>
<td>-</td>
</tr>
<tr>
<td>5-Connecticut</td>
<td>15-Montana 25-Texas</td>
<td>-</td>
</tr>
<tr>
<td>6-Florida</td>
<td>16-New Hampshire 26-Utah</td>
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</tr>
<tr>
<td>7-Guam</td>
<td>17-New Jersey 27-Vermont</td>
<td>-</td>
</tr>
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<td>8-Idaho</td>
<td>18-New Mexico 28-Washington</td>
<td>-</td>
</tr>
<tr>
<td>9-Illinois</td>
<td>19-New York 29-Wisconsin</td>
<td>-</td>
</tr>
<tr>
<td>10-Indiana</td>
<td>20-Ohio 30-Other (specify)</td>
<td>-</td>
</tr>
</tbody>
</table>

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

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

2.2 Year prior funding began

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

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

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

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

2.7 Source of concurrent funding, if cooperating with Title VII program:
1-local 3-federal (specify)
2-state 5-other (specify)
3-university 6-federal (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 1-If a UNIVERSITY is working with the Title VII program, specify which:
0-none
University of Arizona

Total Title VII grant (first year only) $180,302.
Total funds for concurrent program(s) cooperating with Title VII (first year) $186,195.
### 4.1 SCOPE of PROJECT

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

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

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Classes and Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS (PreSchool)</td>
<td>15-175</td>
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</tr>
<tr>
<td>K (Kindergarten)</td>
<td>15-100</td>
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</tr>
<tr>
<td>PSK</td>
<td>275</td>
<td>TOTAL NO. students PS and K</td>
</tr>
</tbody>
</table>

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

### 5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)

(Circle any information which is inferred and write INF.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Non-English Mother Tongue</td>
<td>480 (cont'd A)</td>
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</tr>
<tr>
<td>2. Total English Mother Tongue</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

I Total Non-English Dominant: 480
II Total English Dominant: 20

NE = N-ENGLISH
E = ENGLISH
H = HISPANIC
N = NON-ENGLISH

I. N-E Dom - NEIT
II. E-Dom - HET
NS = N-ENGLISH
NS = NON-ENGLISH

I. Total Non-English Dominant: 480
II. Total English Dominant: 120

NE = N-ENGLISH
E = ENGLISH
H = HISPANIC
N = NON-ENGLISH

I. Total Non-English Dominant: 480
II. Total English Dominant: 120
grade and total number of students by grouped grade levels
(by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Classes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreSchool</td>
<td>11-17</td>
<td>55</td>
</tr>
<tr>
<td>Kndgtn</td>
<td>4-10</td>
<td>27</td>
</tr>
<tr>
<td>PSK</td>
<td>2.75</td>
<td>TOTAL students PS and X</td>
</tr>
<tr>
<td>1-grade 1</td>
<td>1-15</td>
<td>10</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>1-17</td>
<td>10</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>1-15</td>
<td>10</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>1-15</td>
<td>10</td>
</tr>
<tr>
<td>5-grade 5</td>
<td>1-15</td>
<td>10</td>
</tr>
<tr>
<td>6-grade 6</td>
<td>1-15</td>
<td>10</td>
</tr>
<tr>
<td>A</td>
<td>325</td>
<td>TOTAL students gr. 1-6</td>
</tr>
</tbody>
</table>

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

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

1. Total Non-English Dominant -- English Dominant 5.0
   I. N-E Dom - N-EMT   II. E-Dom - EMT
   | 480 (contA) |

2. Total English Non-English Mother-Tongue
   I. Total Non-English Dom = 480  II. Total English Dom = 120
   I: N-E Dom = N-EMT  II: E-Dom = EMT
   ContA

Project does not specify how many English dominant
students are Spanish mother tongue, though it is inferred
that some English dominant students are N-EMT.

<table>
<thead>
<tr>
<th>MTH:</th>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-E Dom</td>
<td>N-EMT</td>
<td>E-Dom</td>
</tr>
</tbody>
</table>

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

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

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

Examples: 1)a native E. speaking
aculturated 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:

Indigenous Americans:

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

Americans of other ethnic backgrounds:

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

I TOTAL number of EIT target students other than target population

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Anglo</td>
<td>21.20 20% (✓)</td>
</tr>
<tr>
<td>E2</td>
<td>1.20 20%</td>
</tr>
</tbody>
</table>

II TOTAL number of EIT students other than target population

#### 5.4 Students' native language or mother tongue if different from their dominant language:

- Dominant language
- Different Native Language

<table>
<thead>
<tr>
<th>Number of monolingual students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>1.20</td>
</tr>
</tbody>
</table>

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

- Dominant language
- Number of monolingual
- Number of students bilingual

---

"ERIC"
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican-American</td>
<td>480</td>
</tr>
<tr>
<td>Puerto-Rican</td>
<td>80</td>
</tr>
<tr>
<td>Cuban</td>
<td></td>
</tr>
<tr>
<td>Other Spanish-American (specify)</td>
<td></td>
</tr>
<tr>
<td>Portuguese-American</td>
<td></td>
</tr>
<tr>
<td>Franco-American</td>
<td></td>
</tr>
<tr>
<td>Chinese-American</td>
<td></td>
</tr>
<tr>
<td>Eskimo</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL No. of Spanish-speaking Americans**: 560

**TOTAL number of N-ELT target students not specified what % of students in project are Mexican American; however, project schools are 78% M-A and non-English students are 80% of project.**

**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 of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>120</td>
<td>20.0%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL number of N-ELT students other than target population**: 120

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

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Different Native Language</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-English</td>
<td>Spanish</td>
<td>120</td>
<td>100.0%</td>
</tr>
<tr>
<td>2-Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students' Dominant Language and Extent of Bilingualism.**

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keresan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>90</td>
<td>100.0%</td>
</tr>
<tr>
<td>Portuguese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eskimo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (spec.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation
is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to
language)

5.7 Proportion of E. com pupils in project area: see
n.sr. not specified on the chart

5.8 Community Characteristics (mark all that apply)

% if more than one category, indicate percent for each
1. - inner city-ghetto, barrio
2. - major city
3. - small city, town or suburb
4. - rural, farm
5. - other (specify)
reservation

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

5.11 Proportion of migrant students in project

6.1 Project states that a sociolinguistics survey was made
I for N-EMT group
II for EMT group

6.2 If a sociolinguistics 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

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 basic areas.
5.8 Community Characteristics (mar: ally that apply) (% if more than one category, indicate percent for each)
1. inner city-ghetto
2. major city
3. small city, town or suburb
4. rural, farm
5. other (specify)
reservation

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

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

5.11 Portion 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-N-EMT group II-IIT group
was made

2 will be made

3 not mentioned

6.2 If a sociolinguistic survey was or will be made, mark all groups included:

1 parents
2 children
3 teachers
4 community
5 others
(specify)

Not included in opinionnaire.

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:

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

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

6.5 Sociolinguistic Survey includes: (check all that apply)

A. 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
   2. no

B. Sociolinguistic Survey includes items covering:

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
   2. no

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

   1. yes
   2. no

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

   1. yes
   2. 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)

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

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

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Other tongue not specified</th>
<th>not specified whether monolingual or bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N E Dom.</td>
<td>A-Homoligual</td>
<td>B-Bilingual</td>
</tr>
<tr>
<td>NEMT</td>
<td>N=</td>
<td>N=</td>
</tr>
<tr>
<td>II E Dom.</td>
<td>N= 1</td>
<td>N= 7</td>
</tr>
<tr>
<td>EMT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III E Dom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEMT</td>
<td>N=</td>
<td>N= 8</td>
</tr>
</tbody>
</table>

A Total Number

B Total Number

7.1

<table>
<thead>
<tr>
<th>I A</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I B</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>II D</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>III A</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Total Number of Teachers
N 15

A 1
B 9
N 15
Drachman parents have met seven times during the year in small neighborhood groups to discuss the program. It was their decision to teach their preschool youngsters a dance, skit or rhyme so that they could present a Mother's Day Show. They also prepare food weekly for the classroom.

**Measurement** In accordance with the evaluation design (Original proposal p. 50) the recorded number of contacts the community representatives have had with the preschool parents through March 1970 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Mission View</th>
<th>Drachman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>36 weekly</td>
<td>29 weekly</td>
</tr>
<tr>
<td>Neighborhood Groups</td>
<td>70 through March 1970</td>
<td>49 through March 1970</td>
</tr>
<tr>
<td>Homes</td>
<td>15 weekly</td>
<td>15 weekly</td>
</tr>
<tr>
<td>Other</td>
<td>473 through March 1970</td>
<td>100 through March 1970</td>
</tr>
</tbody>
</table>

The percentage of parents of first graders who attended the teacher-parent conferences will be tabulated at the end of the school year, June 1970. As of March 100% of the Mission View parents and 78% of the Drachman parents have attended the conferences.

4. Parents will value the program after they have participated in it for one school year as measured by their responses on an opinionnaire.

**Measurement** The community opinionnaire, to be distributed by the community representatives, in May 1970, will ask the parents how they felt about the program, and obtain enrollments for the following year. Their responses will be tallied.

5. Parents will know about the ancillary services available in the community after participation in the program such as: medical and dental care, community facilities and events, and use these services as measured by their responses on an opinionnaire.

**Measurement** A pre-community opinionnaire was circulated by the community representatives in August 1969. Two of the questions and the responses were:

Check the following community services you or your family use or have used:

<table>
<thead>
<tr>
<th>Service</th>
<th>Mission View</th>
<th>Drachman</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Hospital</td>
<td>30</td>
<td>74</td>
</tr>
<tr>
<td>Southern Arizona Mental Health</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Planned Parenthood</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Family Counseling Services</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Area Council Services</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Legal Aid Society</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Christmas Community Center</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Question 6.9
7.2 Linguistic background of project aides or paraprofessionals, by number:

(indicate non-English language in each box)

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

A Nonolingual | B Bilingual

<table>
<thead>
<tr>
<th>I</th>
<th>N-E Dom</th>
<th>N-EMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>E Dom</td>
<td>EMT</td>
</tr>
<tr>
<td>II</td>
<td>N-E Dom</td>
<td>N-EMT</td>
</tr>
</tbody>
</table>

7.2 No. %

| I | A | --- | --- |
| II | A | --- | --- |
| II | B | --- | --- |
| II | C | --- | --- |

A Total Number | B Total Number

Monolingual | Bilingual

0 | 16

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 project aides or paraprofessionals.

(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1d-not specified
7.3 Language(s) used by bilingual program teachers:
(lang 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:
(lang 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.

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 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>MA</th>
<th>8</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Anglo</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>n.s.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inferred from surname</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

0-not specified
Program Procedures

The proposed bilingual-bicultural program of Tucson Public Schools will involve pre-schoolers three to five years of age, their parents, and first grade students. The program has several features, namely, the development of the language processes in both Spanish and English, the improvement of cognitive functioning, the development of a positive self-concept and the desire for academic achievement, the establishment of effective parent-teacher-school relationships, and the development of a program involving mothers and pre-school children.

It has long been known by educators and psychologists that the language ability and concomitant educational success of students begins at the pre-school level. Bender (1) states that:

"The earliest identification with mother and her continuous affectional care is necessary during the period of habit training and the rapid development of language and the formation of concepts within the family unit. Otherwise the higher semantic and social development and expansion of the educational capacities does not take place."

Therefore, it is the purpose of this program to directly involve the mothers of pre-school children in their education and to begin that education in the language in which they can best communicate. Concept formation will take place concurrently with the learning of another language.

1. Pre-Schooler

The mother and her three to five-year old children will attend the pre-school once a week. The schedule is as follows:

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a.m. - 11 a.m.</td>
<td>five sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 p.m. - 3 p.m.</td>
<td>four sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on a possible enrollment of 150, there will be approximately 16 children in attendance at each pre-school session. Each session will be grouped whenever possible according to neighborhood so that parents who live near each other will attend pre-school together. They will be called "neighborhood groups."

During the pre-school session the children and their parents will meet with a bilingual teacher and bilingual teacher assistant, a resident of the school area.
Measurement  The Van Alstyne was administered to the control group in the manner designated in the evaluation design, (Original proposal p. 47). The results of the pre-test in September and the post-test in May will be compared prior to June 30, 1970.

Second graders at Mission View School, who had taken part in a Bilingual Bicultural Pilot Program during the 1968-1969 school year, were eliminated from the control group.

The teacher-made tests have not yet been designed, however, the specific student performances from which their tests will be designed, appear in Appendix B, 1 & 2. The actual tests will be constructed at the summer workshop and administered at the beginning and end of the school year in order to measure student progression.

Procedure  The first graders are communicated with in the language they best understand whether it be Spanish or English. McGill this is possible because all of the teachers are bilingual except one and all of the teacher assistants are bilingual. The teacher who is not bilingual relies on her teacher assistant and student teacher to further communicate to those children who best understand Spanish, and team teaches with a bilingual teacher. The first grader's vocabulary lessons begin where he is and are then extended to include and expand both languages. The specific performances, methods and materials are included in Appendix B, Behavioral Objectives 1 & 2.

Measurement  According to the evaluation design (original proposal, p. 45) the Van Alstyne post test will be administered to the experimental group upon their entrance into second grade. It will also be administered in May 1970 to measure the progression made.

2. The first graders will receive a more efficient intellectual base for second grade after participating in the program than a comparable control group as measured by the Lorge Thorndike. The intellectual base includes identifying, time orientation, listening, recall, following directions, numerical and ordinal concept formation, and discrimination of change process. The progression of the first graders will be measured by teacher-made tests.
7.6 Selection of N-DIT teachers from local community

0-not specified

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

Project states that teachers will be recruited through see pg 35 prop.

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

indicate specific percent on the blank, or

if specified descriptively,

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project

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

n.s. = qualifications not specified

0-previous courses not specified

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

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

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

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

5. courses in N-DIT 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-DIT/content of courses learned through

9. courses in teaching ESL/audio lingual approach

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

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

12. certification in ESL or experience teaching ESL

13. certification in teaching N-DIT

14. cross cultural courses

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

16. other qualifications, specify

17. pre-school and elementary certification

8.0 STAFF DEVELOPMENT

8.1 The project is offering training for teachers

A. For B. For Para-professionals in the following areas: Teachers professionals (mark all that apply)
7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

- qualifications not specified
  0-previous courses not specified
  1. teacher must meet a specified level of language proficiency on a standardised proficiency test of the non-English language through which (s)he will instruct
  2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency test
  3. previous teaching through M-ET (in country where it is a native language, in Peace Corps)
  4. previous teaching in local area/live in the community
  5. courses in M-ET language structure and usage/linguistics or FL training
  6. courses in M-ET literature/or literacy in Spanish:
  7. must be bilingual
  8. any previous education through M-ET/content of courses learned through courses in teaching ESL/audio lingual approach:
  9. courses in methods of teaching M-ET language/language development
  10. certification in ESL/or experience teaching ESL
  11. certification in teaching M-ET
  12. cross cultural courses
  13. courses in the cultural heritage, values, deep culture of M-ET or other qualifications, specify
  14. pre-school and elementary certification

8.0 STAFF DEVELOPMENT

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

8.2 Stated goals of teacher training are:

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

List specific courses if given (or Xerox and attach)


TS-A Program cont B p117 See Xerox 7b
The Program Director will be the link between the administrative staff and the program staff. Her duties will be to keep the program personnel informed of school policy, and communicate the progress of the program to other administrators.

The Program Coordinator will be bilingual, certified elementary school teacher with at least three years teaching experience and a background in early childhood education. This position will be publicized through Tucson Public Schools weekly bulletins. Her specific objectives are as follows:

1. Will be responsible for the coordination of all components and phases of the Bilingual-Bicultural Program.

2. Will attend planning meetings and actively participate through the exchange of ideas.

3. Will communicate the program objectives to the community representatives.

4. Will help the teacher write behavioral objectives for their students and coordinate them with the program objectives.

5. Will act as resource person in describing and providing data on a variety of teaching methods that will help to fulfill the objectives and meet the teachers' needs.

6. Will act as a resource person by describing and providing instructional materials that will help to fulfill the objectives and meet the teachers' needs.

7. Will act as a resource person by providing data for measurement and evaluation, and by participating in the selection and construction of methods of measurement.

8. Will be responsible for the dissemination of information regarding the Bilingual-Bicultural Program.

9. Will participate in in-service training such as Teacher Self-Appraisal along with program teachers throughout the school year.

10. Will communicate the objectives of the program to the community representatives.

The Pre-School Teachers will be bilingual, certified teachers with a background in early childhood education. Their basic duties will be unique from the other teachers because most of their time will be spent on helping parents to learn how to educate their children. These positions will be publicized through Tucson Public
IN-SERVICE TRAINING

All of the teachers currently teaching in the Bilingual-Bicultural Program have enrolled in the Teacher Self-Appraisal (TSA) In-Service Program. TSA is an in-service program in which the teacher (or administrator) learns to evaluate his own behavior and the effect and significance of his behavior upon children in the classroom. The participants spend 60 hours - 45 hours of class time and 15 hours of individual work and viewing time during the year. The TSA program provides for (1) weekly in-service group meetings, (2) video taping of the teacher in the classroom, and (3) individual work and viewing time.

In the in-service meetings the teacher will study in the areas of the (1) rationale for self-appraisal, rather than external evaluation, (2) instructional objectives, and (3) research on teacher-pupil interaction and systems of analyzing teacher behavior.

Other in-service training will include improving the Spanish of the teacher and teacher assistant.

From time to time during the school year consultants will be used in the areas of methodology, early childhood education, Mexican-American culture, testing and evaluation, English as a second language, and parent involvement. The amount of $580 has been budgeted to obtain local and out-of-town consultants for this purpose.

Details for next year's In-Service Training will be provided after the Pre-Service Summer Workshop.
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)

14- Guadalajara Summer Bilingual Institute

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

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  
(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)

9 consultants

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

1- bilingual
2- multilingual
3- Native (specify background) M-A

8.9 Training is provided:

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

8.10 Extent of training:

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

D (indicate no. of hours)  

5- weekly
6- 1.5 monthly
7- bi-monthly

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

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

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

8.8 Number and proportion of personnel giving teacher training who are:
1- bilingual
2- bilingual
3- N-MET (specify background) M-A

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)
5- weekly
6- monthly
7- bi-monthly
90 hours during year

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

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed:
(mark all that apply)
10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:
0-not specified
1-teen teaching 1-bilingual teacher
2-cluster teaching 2-ESL teacher
3-shared resource teacher 3-bilingual coordinator
4-other (specify) 4-aides or paraprofessionals
6-other (specify) mothers

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 E-MM or bilingual aides (or para-
professionals) 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 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) I II III

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

11.2 How many years does project state is optimal for instruction
for N-MM group through N-MM language to continue?
0-not mentioned
1 2 3 4 5 6 7 8 9 10 11 12 13
10.3 Average number of pupils per class:
0-not specified

10.4 Average number of aides or para-professionals per class:
0-not specified

10.5 Average number of N-MIT or bilingual aides (or para-
professionals) per class:
0-not specified

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

10.7 Average number of aides or para-professionals:
0-not specified

10.8 Average number of N-MIT or bilingual aides (or para-
professionals) per class:
0-not specified

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy) I II III

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

11.2 How many years does project state is optimal for instruction
   for N-MIT group through N-MIT language to continue?
   0-not mentioned
   if for a particular number of years:
   1 2 3 4 5 6 7 8 9 10 11 12 13

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

11.3 Second language learning is introduced in which grade:
   code: O = N.A. (if no N-MIT)
   1= N-MIT
   2= DON
   3= DON/HEMT

   for each group N.A. Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
II II II II
II II II II II
II III III III
I. ABSTRACT

The major purposes of this proposed program are the development of the language processes in both Spanish and English, improvement of cognitive functioning, the development of a positive self-concept and the desire for academic achievement, the establishment of effective parent-teacher-school relationships, and the development of a program involving mothers, their children, and the community. The first year of the program will include two components: three to five-year old pre-schoolers and first grade students. An additional grade level will be added consecutively each year through sixth grade.

The over-all program procedures will include a bilingual representative from the community who will be employed to help link the school and the home. This representative will be directly involved in the planning and implementation of the program in order to assure the fulfillment of the community's educational needs. Through the employment of bilingual teachers and teacher assistants, the language of the child (Spanish or English) will be used to help him develop a sound intellectual base with the concurrent inclusion of another language. This along with the study of both Mexican and American cultures will promote a positive self-concept. The in-service training of the teachers through Teacher Self-Appraisal will also help further the development of a positive self-concept and attitudes towards learning.

The procedures for the pre-school component will include the mothers as the prime educators of their children. At weekly pre-school sessions, the mothers will receive knowledge on child development and learn how to use a variety of educational methods in order to promote the language development and concept formation of their children. They will receive information from the teacher and observe the teacher as she works with the children.

The procedures for the first grade component will include a team of three first grade teachers at each school. Educational concepts will be presented in the mother tongue of the children and independent learning will be stressed. Mothers will be asked to volunteer their assistance in the classroom.
F. Long Range Program Objectives

1. To provide a bilingual-bicultural program of such intensity so by the time these students complete the sixth grade their achievement level will be at and above the national norm for fifth grade students.

2. To develop a program of such worth and scope that it will be continued as a regular part of the school's educational enterprise after the termination of federal funds.

3. To prepare and develop a staff of bilingual teachers and experts in bilingual education capable of carrying on a worthwhile program and capable of instructing others in bilingual methods.

4. To develop an efficient dissemination of information program at the local, state, and national levels.

5. To develop an evaluation design, procedures, and techniques through the use of outside auditors which will be relevant and suited to the needs of bilingual education.
11.4 The current project will be linked to a future bilingual program at the indicated grade level: (indicate specific grade)

<table>
<thead>
<tr>
<th>Grade</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>(if no EMT specified)</td>
<td>1-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-college training</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>00 if 0 not</th>
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<tbody>
<tr>
<td>Code</td>
<td>(if no EMT specified)</td>
</tr>
<tr>
<td>EMT</td>
<td></td>
</tr>
<tr>
<td>N-EMT</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code:</th>
<th>0=not specified/G</th>
<th>1=1-2</th>
<th>2=3</th>
<th>3=4</th>
<th>4=5</th>
<th>5=6</th>
<th>6=7</th>
<th>7=8</th>
<th>8=9</th>
<th>9=10</th>
<th>10=11</th>
<th>11=12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Min. per day of instruction through N-EMT</td>
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<td>% of time per day of instruction through N-EMT</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-EMT students who are N-E dominant is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code:</th>
<th>0=not specified</th>
<th>m=math</th>
<th>s=science</th>
<th>ss=social studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min. per day</td>
<td>Total Min. per day</td>
<td>Subjects taught in native lang.</td>
<td>% of time per day of instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of instruction</td>
<td></td>
<td>through N-EMT</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code:</th>
<th>0=not specified</th>
<th>M.A. = not applicable, no N-EMT, E dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Min. per day</td>
<td>Total Min. per day</td>
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<tr>
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<td></td>
<td>of instruction</td>
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</table>
### 11.5 Second language learning for English dominant students is projected through grade:

<table>
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<tr>
<th>Code</th>
<th>Grades</th>
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<tbody>
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<td>1</td>
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<td>3</td>
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<td>10</td>
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<tr>
<td>11</td>
<td>12</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>Code</th>
<th>Grades</th>
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</thead>
<tbody>
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<tr>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>11</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>11</td>
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</tbody>
</table>

*All subjects taught bilingually in a variety of content areas.*
11.13  Program is one-way - only non-English mother tongue students (including N-EMT-English dominant). English mother tongue students do not receive instruction in a 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 per Day</th>
<th>Subjects Taught</th>
<th>% of Time per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
<td>all</td>
<td>N.A.</td>
</tr>
<tr>
<td>1</td>
<td>100-120 min per week</td>
<td>all</td>
<td>1.33</td>
</tr>
<tr>
<td>2</td>
<td>NS</td>
<td>all</td>
<td>2.2</td>
</tr>
<tr>
<td>3</td>
<td>NS</td>
<td>all</td>
<td>3.3</td>
</tr>
<tr>
<td>4</td>
<td>NS</td>
<td>all</td>
<td>cont.</td>
</tr>
<tr>
<td>5</td>
<td>NS</td>
<td>all</td>
<td>5.6</td>
</tr>
<tr>
<td>6</td>
<td>NS</td>
<td>all</td>
<td>x&lt;&gt;x&lt;&gt;y</td>
</tr>
<tr>
<td>7</td>
<td>NS</td>
<td>all</td>
<td>11a</td>
</tr>
<tr>
<td>8</td>
<td>NS</td>
<td>all</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Usage Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.</td>
</tr>
<tr>
<td>1</td>
<td>the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.</td>
</tr>
<tr>
<td>2</td>
<td>the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.</td>
</tr>
<tr>
<td>3</td>
<td>the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.</td>
</tr>
<tr>
<td>4</td>
<td>the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.</td>
</tr>
<tr>
<td>5</td>
<td>constant switching from one language to another by teacher during lesson.</td>
</tr>
<tr>
<td>6</td>
<td>the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.</td>
</tr>
<tr>
<td>7</td>
<td>other (summarize)</td>
</tr>
</tbody>
</table>
11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mar.: 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-DIT 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 teacher's 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.
week by the parent and her children. At this time, the
objectives and educational procedures will be specifically
planned for the following week. The parent will take an
active part in the planning and be encouraged to impart
to her youngster the skills she knows best besides learning
new skills herself. The basic aim being for her to encourage
her child to communicate through the use of language.

In-service training for the pre-school personnel--coordinator,
2 pre-school teachers, 2 teacher assistants, 2 community
representatives, and the research assistant will take place
every week on Friday morning.

2. Kindergarten children

The five-year-old pre-schoolers will attend school each day.
There will be two sessions, 8:30 A.M. - 11:00 A.M., and
12:30 P.M. - 3:00 P.M., to accommodate twenty-five at each
session, or 100 five-year-olds at the two schools. Their
mothers will not be required to attend school with them
but a schedule for mothers on a rotating basis to volunteer
their classroom help will be necessary to insure their par-
ticipation.

The Home Tasks for the kindergarten children and their mothers
will be sent home on a bi-weekly basis.

Every other Monday morning, 15 minutes before school begins,
the teacher will explain the Home Task to the teacher assistant,
the community representative and two mother helpers. They
will in turn share the responsibility of providing and explain-
ing the respective Home Task to the mothers. This will be done
at the regularly scheduled coffee-klatches held at various homes
during the two-week period.

At the end of the two-week period the mother returns the Home
Task and records the results on the IBM cards. This will be
done the first 5 or 10 minutes of the coffee-klatch conference.

The Community Representative's responsibility is to schedule
and monitor all the Home Tasks administered. This task is in
addition to her other duties mentioned on p. 132.

The Bilingual Bicultural Program will establish a relationship
with the Head Start Program. Mrs. Cecilia Avalos, Head Start
Program Assistant, and the Bilingual-Bicultural Project Coordi-
nator will coordinate the activities relevant to three and four-
year old children, parent involvement activities and activities
having to do with inservice training. Consultants or local
resource personnel used by either program will be shared.
2a-inductive - generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired) Includes direct association between object, picture or action and word in second language.

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

- Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE - SKILLS SEQUENCE

- AL - M* Language Skills Sequence
  (*Audiolinguist Method: listening, speaking, reading and writing)
  I          II
  Non Eng dom Eng dom
  students   students
  A in dom B in A in dom B in
  lang second lang second
  lang       lang

\(0 = \text{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

\(13.1 \text{IB IIB IA IIB }

13.2 All sequence followed:
- 1-Listening - speaking proficiency precedes introduction of reading
- 2-Reading is taught concurrently with listening - speaking skills

\(13.2 \text{ IA IB IIA IIB }

\(13.0 \text{ DCLII1TLIIT AND SECOND LANGUAGE - SKILLS SEQUENCE}

(*Audiolinguist Method: listening, speaking, reading and writing)
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>Non Eng dom students</th>
<th>Eng dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A in dom lang</td>
<td>B in second lang</td>
<td>A in dom B in</td>
</tr>
<tr>
<td></td>
<td>lang</td>
<td>lang</td>
</tr>
</tbody>
</table>

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

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

13.2 ALH 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
13.5 Reading is introduced:
   - individually, when child is ready
   - at a specific time during grade:
     1
     2
     3

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

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

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

14.0 Integration of second language learning with other learning:
   (mark all that apply)
   I = N-E
   II = E
   dom
   dom
   students
   students

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

2-Second language learning is both a separate subject and also a medium of instruction for other subjects.
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.
6-not specified
7-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
5- Programmed instruction
6- Stories read to children

AUDIO VISUAL AIDES

MIAMI LINGUISTICA

Peabody Kit
Translated into Spanish
for I + II B
Pg. 79-83
cont A

Introducing English
Pg. 84 cont A
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.)
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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
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-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-ENT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross-cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts -translated by project staff
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:
(mark all that apply)
0-not specified
1-xerox attached page and document
2-linguistic series
3-lending library
4-tapes
5-CDs
6-CD-ROMs
7-Song
8-Television
9-Cable TV
10-Movies
11-Books
12-Other (specify)

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)
0-not specified
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)
9.n.a. - (no students)

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

17.3 Criteria for grouping:
0-not specified
I Non Eng Students
II Eng dom
III Eng dom
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts + translated by project staff
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document
2-texts
3-CD
4-books
5-activities
6-posters
7-movies
8-CDs
9-CD-ROMs
10-CDs
11-magazines
12-newspapers
13-radio
14-tv
15-internet
16-dvds
17-CDs
18-CD-ROMs
19-CDs
20-CDs
21-CDs
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95-CDs
96-CDs
97-CDs
98-CDs
99-CDs
100-CDs

17.0 STUDENT GROUPING

17.1 Student grouping: mixed or separated into dominant language groups: (mark all that apply)
0-not specified
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 LT students)
17.2 Students are grouped for language instruction:
(mark all that apply) A-more than \frac{1}{3} the time B-less than \frac{1}{3} 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)
5-not applicable

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)
0-not mentioned
1-inter-ethnic (N-ETH student tutors ETH students)
2-intra-ethnic (N-ETH student tutors N-ETH)
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-ETH aide tutors ETH student)
2-inter-ethnic (ETH aide tutors N-ETH)
3-in the acquisition of native language skills
4-in the acquisition of second language skills
5-in other academic subjects
Parents will be invited to make appointments for any additional conferences that they may feel they need.

A student progress card will be designed to conform with the objectives. They will be distributed immediately preceding the teacher-parent conference.

**Individualization of instruction will be carried out as follows:**

1. Children will be assigned to classrooms heterogenously.

2. Teachers in grade one will begin diagnostic work immediately to determine individual academic and language deficiencies, and levels of ability.

3. Teachers in grade two will do as above. They will also have available to them past records.

4. Children within classrooms will be grouped by levels of ability for the different subject matter areas for small group activities. These groups will remain flexible so as to allow children to advance to a more difficult level.

5. As a result of teacher teaming and provision for interest centers, small groups of children will work at scheduled interest centers during periods of the day. Individualized help will be given to these groups at the interest centers by teachers, teacher assistants, parent helpers or student helpers.

6. Individual help will be given to each child by a teacher or teacher assistant when necessary.

B. Time sequence flow charts for preliminary and planned procedures are on the following two pages.
in Spanish will be taught one-third of the time at various times of the day. This instruction will be in a variety of content areas, thus avoiding language teaching isolated from the content of the total curriculum. This will allow the students to utilize past knowledge and experience through the one medium which allows the fullest amount of communication, namely the mother tongue of a majority of the students. This will also provide an opportunity for the non-Spanish speaking members of the class to become bilingual and bicultural.

The bilingual teacher assistant will work with the children in their small study groups throughout the day. She will communicate with the children in both Spanish and English. She will reinforce the Spanish and English taught during the lesson.

Time is allowed at the end of each day for the teacher and teacher assistant to evaluate the recorded daily activities in light of their behavioral objectives and the recorded behavioral outcomes. The objectives and activities for the following day will then be specifically planned in light of this evaluation and the weekly objectives. The teacher will help design checklists to aid in this self-monitoring system so that it will be quick, consistent, and meet their needs.

Parents will be asked to volunteer their assistance in the classroom. They will be able to observe, offer ideas, help with curriculum planning, and assist with daily activities. A rotating but flexible schedule will be planned so that each parent can participate in the classroom activities for approximately a week at a time or whenever it is convenient for the parent.

The community representatives are the link between the home and the school. She will communicate to the parents the ancillary services available in the community so that they may be used to fulfill their needs, such as: medical services, library services, playgrounds, community events, and make sure they know how to avail themselves of these services. She will encourage the parents to enroll in an adult education course in their area. She will participate in the instructional activities in the classroom.

Teacher-parent conferences will be scheduled every nine weeks as provided by school district policy.
18.3 Parent tutoring: (mark all that apply)
1. no—not mentioned
2. type not specified
3. inter-ethnic parent tutoring is used
4. intra-ethnic parent tutoring is used

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

19.0 CURRICULUM PATTERNS

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

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
1. structured environment rich with materials child can manipulate
2. non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3. labeling and discussion of concepts related to time, space, distance, position
4. labeling and grouping actual objects to learn classifications and concepts

Page 16
19.0 CURRICULUM PATTERNS

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

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
1-structured environment rich with materials child can manipulate
2-order, compare, match for perceptual-motor development
3-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
4-labeling and discussion of concepts related to time, space, distance
5-labeling and grouping actual objects to learn classification;
6-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.
7-direct experience of math through discovery rather than instruction
8- others (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
Measurement. The Van Alstyne was administered to the control group in the manner designated in the evaluation design, (Original proposal p. 47). The results of the pre-test in September and the post-test in May will be compared prior to June 30, 1970.

Second graders at Mission View School, who had taken part in a Bilingual Bicultural Pilot Program during the 1968-1969 school year, were eliminated from the control group.

The teacher-made tests have not yet been designed, however, the specific student performances from which their tests will be designed, appear in Appendix B, 1 & 2. The actual tests will be constructed at the summer workshop and administered at the beginning and end of the school year in order to measure student progression.

Procedure. The first graders are communicated with in the language they best understand whether it be Spanish or English. This is possible because all of the teachers are bilingual except one and all of the teacher assistants are bilingual. The teacher who is not bilingual relies on her teacher assistant and student teacher to further communicate to those children who best understand Spanish, and team teaches with a bilingual teacher. The first grader's vocabulary lessons begin where he is and are then extended to include and expand both languages. The specific performances, methods and materials are included in Appendix B, Behavioral Objectives 1 & 2.

Measurement. According to the evaluation design (original proposal, p. 45) the Van Alstyne post test will be administered to the experimental group upon their entrance into second grade. It will also be administered in May 1970 to measure the progression made.

2. The first graders will receive a more efficient intellectual base for second grade after participating in the program than a comparable control group as measured by the Lorge Thorndike. The intellectual base includes identifying, time orientation, listening, recall, following directions, numerical and ordinal concept formation, and discrimination of change process. The progression of the first graders will be measured by teacher-made tests.
Stated methods of project component expected to increase self-esteem:

- no-self-esteem not mentioned as an objective
- self-esteem is an objective but methods not specified

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

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

22.0 LEARNING STRATEGIES

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

Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

0. none mentioned

1) see p.9a - involvement of Mothers as prime educators for pre-school & kindergarten students. Mothers learn educational methods are
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 1-5

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

2) see p.92 - involvement of mothers as prime educators for pre-school & kindergarten students. Mothers learn educational methods and are encouraged to communicate with their children

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)

22.0

2) language learning is not isolated from learning of content and conceptual development.
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of M-NT 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 M-NT 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 M-NT or NT
  Other (specify): food, songs, dances and games of Mexican-American culture

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

23.4 In the bicultural component knowledge of the N-NT 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-NT or MT
8—Other (specify) food, songs, dances and games of Mexican-American culture

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
0—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
0—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-a bilingual newsletter
2-a monolingual newsletter
3-news sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
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-school is not open to community for community use
24.4 Community involvement in the formulation of school policies and programs is sought through:

0-type not specified
1-no contact
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 involved in program dissemination. specify how

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

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

24.6 The school is open to the community through:

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

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:
0-newspaper articles
1-radio programs
2-TV programs
3-video-tapes
4-films
5-visitors to observe the program
6-slide sequence and project booklet
I. GENERAL STATUS OF THE PROJECT

The Bilingual-Bicultural Project was well received in the schools and communities in which it was implemented this first year. Through on-site conversations with project personnel, a high degree of enthusiasm and commitment to the total project goals was evident. Many of the project teachers, aides, and community representatives were eager to work "late hours" in their planning for project activities. Other teachers in the schools (not directly associated with the Bilingual-Bicultural Project) expressed interest in the activities, materials, and methods being developed within the project--hopefully, that they might make their own classroom experiences more meaningful for the bilingual student. School administrators were proud of the project and expressed a great deal of in-depth knowledge regarding the daily activities of the project as they guided visitors through the classrooms. Parents and community personnel expressed that they felt this project was "very helpful," taking into consideration their needs and problems in the planning of meetings and activities. In general, the auditors found very positive attitudes regarding the project and its activities.

However, the first year of implementation of the project was not without problems, both major and minor, which kept the project from achieving even more success. These problems have been discussed and tentative solutions have been incorporated into the continuation proposal which will be reviewed in the Critique Report, 1970-71.
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
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
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
3-A comparison group has not been chosen

27.2 1-not specified (mark: all that apply)
2-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
9-" will be