This content analysis schedule for the Bilingual Education Program, Adelante, of St. Helena, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has not been verified. (SK)
### Initial Proposal

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

#### Evaluation Schedule

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Evaluation design:

- Interim evaluation
- Final evaluation
- Pre-audit
- Interim audit
- Final audit

St. Helena, Calif.

# 220

U.S. Department of Health, Education & Welfare
National Institute of Education

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# CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore Coordinator, BEARU
bilingual education applied research unit
Project B.E.S.T.
N.Y.C. Consortium on Bilingual Education

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant: Roselin Ehrlich

Date: Feb. 1973

0.1 Name of Project:
Bilingual Education Program

0.2 Address of Project:
465 Main Street
St. Helena, Calif. 94574

0.3 State:

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

Project 07 - 1969
No. 17 - 1971

2.0 FUNDING (mark: 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-5)
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)

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-5)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0.3 Address of Project 465 Main Street
0.4 St. Helena, Calif. 94574

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

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project began under Title VII:
see Project No. 07 - 1970
1.1 97

2.0 FUNDING (mark all that apply)
2.1 Any P.L.C. funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned
2.2 Year prior funding began
2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified
2.4 Source of prior bilingual program funding:
1-local  4-university
2-state  5-federal (specify)
3-foundation  6-other (specify)
2.5 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  4-federal (specify) Title I; Title III
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)
2.8 $25,515
2.9 20,000

3.0 If a UNIVERSITY is working with the Title VII program, specify which:
0-none
1-Napa Community College (Adult Ed. courses)
4.0 SCOPE of PROJECT
4.1 Numbers of schools involved in Title VII program:
   1-one
   2-two
   3-three
   4-four
   C-not specified

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

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

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<tr>
<td>PSK TOTAL NO. students PS and K</td>
<td></td>
<td></td>
<td></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
   I. N-E Dom - NEIT
   II. E-Dom - NEIT
   \[ \text{Non-English Dominant: } 40 \]

2. Total English Dominant
   I. Total Non-English
   II. Total English
   \[ \text{Total E-Dom} \]

\[ \text{NE dom: I } \]
\[ \text{E dom: \# II} \]
\[ \text{INF} \]
\[ \text{20\%} \]
\[ \text{5.0} \]
\[ \text{80\%} \]
grade and total number of students by grouped grade levels (by second year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Classes</th>
<th>Number of Grade Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-PreSchool</td>
<td>1</td>
<td>4.3 PSK 0</td>
</tr>
<tr>
<td>K-Kndgtn</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>PS1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL NO. students PS and K</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1-grade 1</td>
<td>7</td>
<td>16 students</td>
</tr>
<tr>
<td>2-grade 2</td>
<td>8</td>
<td>11 students</td>
</tr>
<tr>
<td>3-grade 3</td>
<td>9</td>
<td>9 students</td>
</tr>
<tr>
<td>4-grade 4</td>
<td>10</td>
<td>36 students</td>
</tr>
<tr>
<td>5-grade 5</td>
<td>11</td>
<td>10-12 students</td>
</tr>
<tr>
<td>6-grade 6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>A TOTAL students gr. 1-6</td>
<td>4.4</td>
<td></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
<table>
<thead>
<tr>
<th>N-E Dom</th>
<th>N-Ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>40</td>
</tr>
</tbody>
</table>

2. Total English Dominant
<table>
<thead>
<tr>
<th>E-Dom</th>
<th>E-Ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>10 inf</td>
</tr>
</tbody>
</table>

I Total Non-English Dominant: 40
II Total English Dominant: 10

<table>
<thead>
<tr>
<th></th>
<th>Non-English Dominant</th>
<th>English Dominant</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-E Dom</td>
<td>Example: a native Spanish speaker who uses Spanish in most contacts though he may know English</td>
<td></td>
</tr>
<tr>
<td>E-Dom</td>
<td>Example: a native English speaker who uses Spanish only in familiar contacts, and English in all others, school, work, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Non-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

English Mother Tongue

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

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

<table>
<thead>
<tr>
<th>Americans of other ethnic backgrounds:</th>
<th>Number</th>
<th>Per Cent</th>
<th>if inferred, check (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td>B1</td>
<td>40</td>
<td>80%</td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
<td>B2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td>B3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td>B4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Indians</td>
<td>B</td>
<td>40</td>
<td>80%</td>
</tr>
</tbody>
</table>

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

I TOTAL number of N-ESL target students: 40, 80% ✓

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

| I1 Anglo                            | I1     | 10       | 20%                    |

II TOTAL number of ESL students other than target population: 10, 20% ✓

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

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

5.5 Students' Dominant Language and Extent of Bilingualism

<table>
<thead>
<tr>
<th>Dominant language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 English</td>
<td>20 inf.</td>
<td>10, 20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>% not</th>
<th>% not only listening speaking spec. comprehension-ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Ethnic Identity of Spanish-Speaking Americans</td>
<td>Total No. of Spanish-speaking Americans</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mexican-American</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Spanish-American (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL Number of H-FMT Target Students       | 40                                     |

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

<table>
<thead>
<tr>
<th>Ethnic Identity</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo</td>
<td>10</td>
<td>20%</td>
</tr>
</tbody>
</table>

| TOTAL Number of HMT Students other than target population | 10     |

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

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Different Mother Tongue</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
</table>

5.5 Students' Dominant Language and Extent of Bilingualism:

<table>
<thead>
<tr>
<th>Dominant Language</th>
<th>Number of Monolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English American</td>
<td>10</td>
<td>10</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>40</td>
<td>40</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-MT are required to take program, NMT's participation
   is voluntary
3 - Both MT and N-MT participation is voluntary
4 - Students selected according to some criteria of project (in addition to
   language)

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

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

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

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

5.11 Proportion of migrant students in project
   (Indicate specific percent)
   according to Federal definition
   according to California definition
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey:
   I for
   II for
   \( N-MT \) group \( E-MT \) group
1 was made
2 will be made
0 not mentioned

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

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

USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS:
LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING
5.8 Community Characteristics (mark all that apply) (% if more than one category, indicate percent for each)

- inner city-ghetto, barrio: 5
- major city: 0
- small city, town or suburb: 20
- rural, farm: 10
- 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 ELL participating students (indicate specific percent of low SES on the blank)
n.a. - not applicable (no ELL)
O. - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) According to Federal definition
n.s. - not specified
15% According to California definition

6.0 SOCIOLINGUISTIC SURVEY

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

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

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

USE NON-ENGLISH LANG. USE ENGLISH

DOMAINS: LISTENING SPEAKING READING WRITING LISTENING SPEAKING READING WRITING

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

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

6.5 Sociolinguistic Survey includes: (check all that apply)

1- 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).
   - yes
   - no

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

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

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

7.0 STAFF SELECTION

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

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

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

socio-linguistic survey includes items covering:

6.6

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

6.7

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

6.8

6.9 If not included in survey how were parental and/or community attitudes toward N-ELIT 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) Questionnaire
4-see XEROX p.5a

6.9

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned

6.10

7.0 STAFF SELECTION

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

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

A-nonolingual B-Bilingual

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Total Number B Total Number

Nonolingual Bilingual

0 3

Total Number of Teachers N 3

inf. 1st yr. bilingual teacher had anglo name 2nd yr. not specified
ST. HELENA BILINGUAL PROJECT

Parent Comments -- Questionnaire to Parents Describing St. Helena Bilingual Project

25 Questionnaires sent to parents
8 Questionnaires returned

1. Se ha dado vd cuenta que su hijo estudiaba un programa especial en la escuela. Asignaturas como historia Mexicana, lectura y estudios del inglés.

   6 Si
   2 No

2. Le complace saber que tales estudios se le ofrecen a su hijo.

   8

3. Quisiera vd saber más sobre el programa especial que se ofrece en la escuela?

   8

4. Pudiera vd asistir a una reunion donde se explicara el programa?

   8 (depende del día y la hora)

5. Escriba vd cualquier ideas que tenga vd tocante a la escuela o los estudios de su hijo.

   (1) Yo tengo mucho interes en ese programa. Mi mayor espero es de que mi hijo aprenda inglés.

   (2) Que es magnifica estas instrucciones, porque tomaran mas conocimiento de esa cultura.
7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)
(If any information is not specified, cross out that heading and complete the rest of the chart)

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Mother tongue not specified</th>
<th>Not specified whether monolingual or bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>7.2 No.</td>
</tr>
<tr>
<td>I N-E Dom</td>
<td>N-EMT</td>
<td>I A</td>
</tr>
<tr>
<td>II E Dom</td>
<td>EMT</td>
<td>II A</td>
</tr>
<tr>
<td>II E Dom</td>
<td>N-EMT</td>
<td>II A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II E</td>
</tr>
<tr>
<td>A Total Number</td>
<td></td>
<td>1 N Total Number</td>
</tr>
<tr>
<td>B Total Number</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

7.3 Language(s) used by bilingual program teachers:
(Dark 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
1a-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: 7.4 ?
(Dark all that apply)

1-Bilingual aides instruct in only one language

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

Bilingual aides who instruct in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1a-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 (Dark all that apply) Specify cultural affiliation.
### 7.3 Language(s) used by bilingual program teachers:

(Mark all that apply)

1- Bilingual teachers teach in only one language

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

   Bilingual teachers who teach in only one language teach in their
   native language:
   1b-only if native language is also their dominant language
   1c-even if native language is not their dominant language
   1-0-not specified

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

0-language(s) used by teachers not specified

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

(Mark all that apply)

1- Bilingual aides instruct in only one language

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

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

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

0-language(s) used by bilingual 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.

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

0-not specified
7.6 Selection of N-EIT teachers from local community

- not specified

Number of N-EIT program teachers from local community ___

and ___% of total N-EIT teachers.

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

if specified descriptively,

A = teachers

B = aides

- few

- some

- many

- most

- more than half

- 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
   competence

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

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

5. ___ courses in N-EIT language structure and usage/linguistics or FL trainin.

6. ___ courses in N-E language literacy in Spanish

7. ___ must be bilingual

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

9. ___ courses in teaching ESL/audio lingual approach

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

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

12. ___ certification in ESL or experience teaching ESL

13. ___ certification in teaching N-EIT

14. ___ cross cultural courses

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

16. ___ other qualifications, specify

travel

17. ___ credential

8.0 STAFF DEVELOPMENT

8.1 The project is offering training for teachers

A. For B. For Para-

and/or paraprofessionals in the following areas: Teachers professionals

(mark all that apply)

n.s. Training indicated, but nature not specified

1. English as their second language

2. The teaching of English as a second language

3. X as their second language

4. The teaching of X as a second language

5. Methods of teaching other academic subjects

6. Methods of teaching other academic subjects in X language
### 7.8 Teacher Qualifications - Training and experience prior to project

(Indicate number of teachers with each qualification, e.g. 7-17, 3-3 if given)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>n.s. - qualifications not specified</td>
<td></td>
</tr>
<tr>
<td>0-previous courses not specified</td>
<td></td>
</tr>
<tr>
<td>1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct</td>
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</tr>
<tr>
<td>2. teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview(fluency)</td>
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<tr>
<td>3. previous teaching through N-ENIT (in country where it is a native/native-like language, in Peace Corps)</td>
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<tr>
<td>4. previous teaching in local area/live in the community</td>
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<tr>
<td>5. courses in N-ENIT language structure and usage/linguistics or FL training</td>
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<tr>
<td>6. courses in N-ENIT literature/or literacy in Spanish</td>
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<td>7. must be bilingual</td>
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<tr>
<td>8. any previous education through N-ENIT/content of courses learned through</td>
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<tr>
<td>9. courses in teaching ESL/audio lingual approach</td>
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<tr>
<td>10. courses in methods of teaching N-ENIT language/language development</td>
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</tr>
<tr>
<td>11. courses in methods of teaching content (e.g. math)in N-ENIT</td>
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<tr>
<td>12. certification in ESL/or experience teaching ESL</td>
<td></td>
</tr>
<tr>
<td>13. certification in teaching N-ENIT</td>
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<tr>
<td>14. cross cultural courses</td>
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<tr>
<td>15. courses in the cultural heritage, values, deep culture of N-ENIT or</td>
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</tr>
<tr>
<td>16. other qualifications, specify travel</td>
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<tr>
<td>17. X credential</td>
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</tr>
</tbody>
</table>

### 8.0 STAFF DEVELOPMENT

#### 8.1 A

1. No staff training mentioned

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

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

#### 8.2 Stated goals of teacher training are:

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

List specific courses if given (or Xerox and attach)

#### 8.22 C

8.22 Development of specific materials for bilingual class

- EPOCH Materials for Spanish
- Humanities
- Development of specific materials for bilingual class

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

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

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

8.6 Paraprofessional's role:
1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to multicultural 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)

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

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

8.10 Extent of training:
1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify)

8.11 Number and Proportion of teachers attending training:
0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-49%
5-10-24%
6-0-9%
7-many
8-few
9-other (specify)
gs 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 bicultural component
   how? ____________________________________________
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  B
0-not specified
1-University faculty
2-project's Master Teachers
3-project's teachers
4-other (specify)

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

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

8.9 Training is provided:

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

8.10 Extent of training:

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

8.11 Number and Proportion of teachers attending training:

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

9.0 TEACHERS' ATTITUDES

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

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

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

10.2 Staff: ____________________________
- 1-bilingual teacher
- 2-ESL teacher
- 3-bilingual coordinator
- 4-diges or paraprofessionals
- 5-consultant psychotherapist
- 6-guidance counselor
- 7-mentors
- 8-mentoring aides or paraprofessionals
- 9-not specified

10.3 Average number of pupils per class:
- 0-not specified
- 1

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

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

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

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-ESL language will be maintained in program:</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(mark: all that apply)</td>
<td>ESL</td>
<td>ENI</td>
</tr>
<tr>
<td>0-not specified</td>
<td>NEM</td>
<td>NEM</td>
</tr>
<tr>
<td>1-as the alternative language of learning for as long as desired</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2-as the medium of instruction for special subject matter (e.g. cultural heritage)</td>
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<tr>
<td>3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-ESL and English in Pre-K, N-ESL instruction should continue through high-school")
10.4 Average number of aides or paraprofessionals per class: 0-not specified
10.5 Average number of ELL or bilingual aides (or paraprofessionals) per class: 0-not specified
10.6 Special aide to pupils having most difficulty in learning is given:
- 1-individually
- 2-in small groups
- 3-not specified
- 4-special remedial teacher
- 5-paraprofessional
- 6-parent tutor
- 7-older student tutor
- 8-peer tutor
- 9-not specified
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11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
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<td>NC DOB</td>
<td>2 DOB</td>
<td>2 DOB</td>
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</tbody>
</table>

- N-ENL language will be maintained in program: (mark 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-ENL group through N-ENL language to continue?

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

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

11.3 Second language learning is introduced in which grade:

<table>
<thead>
<tr>
<th>Code</th>
<th>Pre-K</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>N.A.</td>
<td>Pre-K</td>
<td>K</td>
<td>1</td>
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</table>

Duration of Bilingual Education (in practice) (Mark all that apply)
11.4 The current project will be linked to a future bilingual program at the indicated grade level. (Indicate specific grade)

00 = 0 not grades

code: (if no EIT) specified 1-3 4-6 7-9 10-12 13-college

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>1-3</td>
<td>X</td>
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<td>4-6</td>
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<tr>
<td>7-9</td>
<td>X</td>
</tr>
<tr>
<td>10-12</td>
<td>X</td>
</tr>
</tbody>
</table>

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

00 if 0 not grades

code: no EIT specified 1 2 3 4 5 6 7 8 9 10 11

<table>
<thead>
<tr>
<th>Grade</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
</tr>
</tbody>
</table>

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

0 = not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

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

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

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total Min. per day of instruction</th>
<th>Subjects taught through N-EIT</th>
<th>% of time per day of instruction through N-EIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre K</td>
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</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total Min. per day of instruction</th>
<th>Subjects taught through N-EIT</th>
<th>% of time per day of instruction through N-EIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre K</td>
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</tr>
</tbody>
</table>
11.5 Second language learning for English dominant students is projected through grade:

- Code: No EIT specified
- Grade: 1 2 3 4 5 6 7 8 9 10 11

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

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

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

- Code: O = not specified, n = math, s = science, ss = social studies

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

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

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

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

* Core curriculum see xerox C, A-11
11.13 1-Program is one-way - only non-English (other Tongue students (including N-MT) English dominant). English other tongue students do not receive instruction in a second language.
0-no English other tongue students
2-2 way - N-MT learn the second language.

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

<table>
<thead>
<tr>
<th>Min. per day</th>
<th>Total min. per day of instruction</th>
<th>Subjects taught in second lang.</th>
<th>% of time per day of instruction through N-MT instruction</th>
</tr>
</thead>
<tbody>
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</table>

PreK

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</table>

See entry - C A-12

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

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

12.0 METHODS OF SECOND LANGUAGE TEACHING

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

1-Audio-lingual habit skills or behavioral approach. Emphasis
<table>
<thead>
<tr>
<th>PreK</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>10</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>11</td>
</tr>
</tbody>
</table>

### 11.17 Mixed or Separate Language Usage by Teacher and/or Aide

- **0** - languages are never mixed by either the teacher, aide, or the pupil in any one class period; only one language is used.
- **1** - the second language is used exclusively by the teacher, aide, and pupils during at least one portion of the school day.
- **2** - the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
- **3** - 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.

### 12.0 Methods of Second Language Teaching

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

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

2. **Transformational-cognitive approach**
   - Acquiring an understanding of the structural patterns or grammatical rules of a language.
Plans for the Second Year of Operation

Instructional Components

The instructional components for the second year of operation will be the following five course offerings:

1. **Spanish Communication Skills for Spanish Speaking** (Obj. No. C.5, D.2)
   a. Many students defined as Group II in Statement of Need speak Spanish at home, but with limited oral vocabulary, lack of fluency and little or no reading or writing skills. They are often ashamed of their mother tongue.
   b. Vocabulary, grammar, composition, reading skill and appreciation of literature in Spanish.
   (as stated in original application)

2. **Two Period Core Homeroom Program** (Obj. No. A:1, 2, 3, 4, 5; C:1, 3, 7, 8, 10 and D:3, 5)
   a. Course outline and detailed procedures to be developed by Bilingual teacher, during summer with assistance of Mexican-American Research Project and from Bureau of Elementary and Secondary Education and others.
   b. Instruction to be conducted by Bilingual teacher and aide in both Spanish and English using experiences and concept development as a medium to increase skills for attainment of behavioral objectives.
   c. Subject areas to include humanities, social science, science, English as a Second Language, reading improvement.
   (as stated in original application)

The title of this offering has been changed to Independent Study. This component will not be a two-period homeroom program, because of scheduling difficulties. Instruction will be conducted by Bilingual teacher and aide in both Spanish and English using experiences and concept development as a medium to increase skills for attainment of behavioral objectives. Subject areas will include humanities, social science, science, English as a Second
Language, and reading improvement.
The course outline and detailed procedures to be developed by Bilingual teacher, during summer, was not accomplished because the teacher was attending Cal Poly's Summer Session which did not serve its intended purpose.

Both the Mexican-American Research Project and the Bureau of Elementary and Secondary Education were willing to help in development of outline and procedures, but were unavailable in the summer months. Calexico has been most generous in sending course outlines and procedures of geography and citizenship taught in Spanish in its Bilingual Program.

Subject areas covered in the first year of operation concentrated on English as a Second Language and reading improvement since there were no satisfactory materials available in Spanish for the areas of humanities, social science and science.

3. Honors Course: Humanities Taught in Spanish (Obj. No. C:5, D:2)

a. To be offered to juniors and seniors with adequate skill in Spanish, curriculum to be based on that used in regular Humanities course with adaptations and emphasis on the contributions of Mexico and Mexicans.

(as stated in original application)

This component has been retitled as Spanish Humanities, since the original title Honors in Humanities was frightening to both Anglo and Mexican-American students.

Due to the requests of numerous Mexican-American students, the course will be conducted in both Spanish and English. The Mexican-American students wanted this expansion in order to include Anglos in the course.

The instructional program will base its curriculum on the contributions of Mexico and Mexicans to the United States in general and California in particular. The students will study other minority groups, drawing value judgments on current problems, and evaluating the methods used by these
groups to correct the problems. The students will study the role of Mexico in the early civilization of America.

The humanities class will be conducted in conjunction with EPOCH's research in materials on minority groups in the United States.

4. **English as a Second Language**

Although ESL is a part of the other instructional components in the program, need for concentrated instruction has been shown. Heavier emphasis on ESL must be made at some point of the daily program. The Bilingual teacher feels after the first year's operation that it is impractical not to make a certain emphasis in this subject area for one period of the day.

Instruction to be conducted by the Bilingual teacher and aide in both Spanish and English, using audio-visual methods, to improve students' skills in listening, speaking, reading, and writing skills in English.

5. **Enrichment Activity**

This course is designed as a voluntary activity program for all students interested in Mexican cooking and folk dancing.
2a - inductive - generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

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

3: Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

I
Non Eng dom students

II
Eng dom students

A in dom B in

A in dom B in

lang second lang second

0 = not specified
(Use not applicable (n.e.) 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

program begins in 9th grade

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

13.3 Listening-speaking proficiency determined by:
1 - measure of listening-speaking

X

13.4 I A

IB

IIA

IIB

PC

Cont
to negative, declarative to interrogative, active to passive.

Grammar - Translation Method

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-1st Language Skills Sequence
(*Audiolinguistic method: listening, speaking, reading and writing)

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

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

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

program begins in 9th grade

13.2 ALI 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 in Spanish
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

13.1 IB
IIB

13.2 IA
IB
IIA
IIB

13.3 IA
IB
IIA
IIB

13.4 IB
IIB
13.5 Reading is introduced:
   i-individually, when child is ready
   or at a specific time during grade: X
   1
   2
   3

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

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

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

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

4-Academic content taught in the native...
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)
I = N-E II = E
I = dom students II = dom students

1. Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.
2. Second language learning is both a separate subject and also a medium of instruction for other subjects. X
3. Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development. X
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). Humanities X X
5. Different academic content is taught in the second language from that which is taught in the native language. other subjects X
6. Other (specify)
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) see xerox 15 a-b
1-Linguistically based
   (Herrill or Hiiami Linguistic readers, ITA, etc.)
2-Basal readers
3-Dialect readers
4-Experience charts (stories dictated by children)
5-Magazines, Textbooks
6-Stories read to children
   (Please indicate on line -)
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-films, filmstrips
8-flannel or magnetic boards
9-realia, graphic displays
10-records, tapes
11-listening centers
12-audio visual aides

For ESL
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-Typos

Reading Materials are: (mark all that apply) see table

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

2-Basal readers

3-Dialect readers

4-Experience charts (stories dictated by children)

5-Magazines, Textbooks

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-flannel or magnetic boards
9-realia, graphic displays
10-records, tapes
11-listening centers
12-multi-media approach
   Experiential:
   13-role playing
   14-puppetry
   15-experience charts
   16-primary typewriter
   17-learning through direct experience with materials e.g. Montessori
   18-activity centers-chosen by child
   19-others (specify)

16-16 Learning outside the classroom:

0-field trips
21-suggested TV programs
22-otherwise (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-MT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commerially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural component are:
(mark all that apply)
0-not specified
1-xerox attached page and document
2-slides
See xerox 15 a-b

17.0 STUDENT GROUPING

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

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

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency (ex. level of reading skill)
n.a. not applicable
(no Eng dom/NEBT)

Students
I Non Eng dom
II Eng dom
III Eng dom
NEBT

1-by age
2-by native language
3-by dominant language
4-by language proficiency
(ex. level of reading skill)
n.a. not applicable
(no Eng dom/NEBT)
16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document C-7 Cont't

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 students)

17.2 Students are grouped for language instruction: (mark all that apply)
0-not specified
1-more than 1/2 the time
2-less than 1/2 the time
3-constant
4-variable
5-not specified

17.3 Criteria for grouping:
0-not specified
1-by age
2-by native language
3-by dominant language
4-by language proficiency (ex. level of reading skill)
n.a. not applicable
(no Eng dom/Eng dom)

18.0 TUTORING

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

18.2 Paraprofessionals or aides give tutoring or instruction as follows:
0-area not specified
1-inter-ethnic (N-Eng aide tutors Eng dom)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

**MATERIALS USED -- PROJECT adelante! TITLE VII ESEA**

**ESL Component**


18.3 Parent tutoring: (mark all that apply)

- Not mentioned
- Type not specified
- Inter-ethnic parent tutoring is used
- Intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
- In the home by a home-visiting teacher
- In an adult education component
- In school through observation and guidance of teacher
- As parent volunteers who tutor during the school day
- Materials are provided for use in home by parents

8. Other (specify)

19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:

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

There are other modifications within the curriculum of the bilingual program which differ from traditional, typical curriculum such as:

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:

14. Core curriculum: combination of language, arts, and humanities

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0. Method not mentioned
1. Structured environment rich with materials child can manipulate
2. Non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3. Labeling and discussion of concepts related to time, space, distance, position
4. Labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5. Direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration
6. Direct experience of math through discovery rather than instruction
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-NET 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:

14. CORE curriculum: combination of language arts and humanities

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, position
5-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
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-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades
Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" 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-pups 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)

Instruction in native culture assumed

22.0 LEARNING STRATEGIES to enhance self-esteem.

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
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)

Instruction in native culture assumed to enhance self-esteem.

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

23.0 BICULTURAL COMPONENT

23.1 This program is:
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, reliefs, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)
23.2 Cross-cultural awareness:
If project mentions specific values or nodes of behavior of N-EUT culture, please summarize below: (or attach xerox)
found in document __________ page __________.
O-not mentioned __________

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

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

23.5 American culture is defined:
O-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: (a few books)
O-group not specified
1-project children
2-adults of the project community
3-teachers
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-DT 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, Mexican
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NDT or DNT
8-Other (specify) dances of Mexico, foods

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: (a few books)
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: (a few books)
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned
24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply)

0-method not specified
1-no provision for informing community
2-bilingual newsletter
3-monolingual newsletter
4-news sent to mass media
5-if articles included with project, check 4
6-bilingual fliers sent home
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) liaison (community aide)
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
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)
24.4 Community involvement in the formulation of school policies and programs is sought through:
0-type not specified
3-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetings open to the entire community
6-informal meetings with community groups
7-other (specify)
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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
25.2 Project's impact:
1. Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program.
2. Project mentions other schools in the local educational system have started bilingual programs.
3. Project mentions that a university has instituted teacher training courses in bilingual education to meet staff development needs.

26.0 ROLE OF EVALUATOR:

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

26.2 Evaluator has personally observed students in the program:
0. Not mentioned
no-never
1. Once or twice during the year
2. More than twice
3. Regularly
4. Other (specify)

26.3 Evaluator has met with teachers:
0. Not mentioned
no-never
1. Once or twice during year
2. More than twice
3. Regularly
4. Other (specify)

27.0 EVALUATION PROCEDURE

27.1 0. Not specified
1. A comparison group has been chosen
2. A comparison group will be chosen

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