This content analysis schedule for the Early Childhood Bilingual Education Program of Sacramento, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project coordinator. (SK)
PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y., N.Y. 10021

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

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

Give Dates and Note if Evaluation is included in continuation.

<table>
<thead>
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4.0 SCOPE OF PROJECT

4.1 Number of Schools Involved

4.2 Students - total number

4.3 Students - grade level, number of classes, and number of students by grouped grade levels

4.4 Non-graded classes

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

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant G.A. Davis-Sheila Charas

0.1 Project No. 206
VERIFIED by Project Coordinator

0.2 Name of Project Early Childhood Bilingual Education

0.3 Address of Project Sacramento City Unified School District

0.4 P.O. Box 2271
Sacramento, Calif. 95810

0.5 STATE

1-Alaska 11-Louisiana 21-Oklahoma
2-Arizona 12-Illinois 22-Oregon
3-California 13-Massachusetts 23-Pennsylvania
4-Colorado 14-Michigan 24-Puerto Rico
5-Connecticut 15-Indiana 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 - 1969
17 - 1971

2.0 FUNDING (mark all that apply)
2.1 1-Any F.I.O. 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 1-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
### Address of Project

Sacramento City Unified School District

0.4 P.O. Box 2271
Sacramento, Calif. 95810

### 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-Iowa  
16-New Hampshire  
17-New Jersey  
18-Nebraska  
19-New York  
20-Ohio  
21-Oklahoma  
22-Oregon  
23-Pennsylvania  
24-Pennsylvania  
25-Texas  
26-Utah  
27-Vermont  
28-Washington  
29-Wisconsin  
30-Wyoming  
31-Oklahoma  
32-Pennsylvania  
33-Pennsylvania  
34-Ohio  
35-Wisconsin  
36-Wyoming  
37-Ohio  
38-Wisconsin  
39-Wyoming  
40-Ohio  
41-Wisconsin  
42-Wyoming

### PROJECT HISTORY, FUNDING AND SCOPE

1.0

1.1 Year Project began under Title VII:

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<td>07</td>
<td>1969</td>
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<td>08</td>
<td>1970</td>
</tr>
<tr>
<td>17</td>
<td>1971</td>
</tr>
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2.0 FUNDING (mark all that apply)

2.1 Any P.I.O. funding of BILINGUAL program, if Title VII continues or expands that program

| $100,000 |

2.2 Year prior funding began

2.3 Prior bilingual program involved:

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Grades</th>
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<tr>
<td>1-early childhood</td>
<td>Pre-K to K</td>
</tr>
<tr>
<td>2-elementary students</td>
<td>Grades 1-6</td>
</tr>
<tr>
<td>3-secondary students</td>
<td>Grades 7-12</td>
</tr>
</tbody>
</table>

2.4 Source of prior bilingual program funding:

<table>
<thead>
<tr>
<th>Source Type</th>
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<tbody>
<tr>
<td>1-local</td>
</tr>
<tr>
<td>2-state</td>
</tr>
<tr>
<td>3-foundation</td>
</tr>
<tr>
<td>4-university</td>
</tr>
<tr>
<td>5-federal (specify)</td>
</tr>
<tr>
<td>6-other (specify)</td>
</tr>
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</table>

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program

<table>
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<tr>
<th>Funding Type</th>
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<td>2-state</td>
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<td>3-foundation</td>
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<tr>
<td>4-university</td>
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<tr>
<td>5-federal (specify)</td>
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<tr>
<td>6-other (specify)</td>
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2.6 Concurrent program cooperating with Title VII involves:

<table>
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<th>Program Type</th>
<th>Grades</th>
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<tr>
<td>1-early childhood</td>
<td>Pre-K to K</td>
</tr>
<tr>
<td>2-elementary students</td>
<td>Grades 1-6</td>
</tr>
<tr>
<td>3-secondary students</td>
<td>Grades 7-12</td>
</tr>
<tr>
<td>4-teachers</td>
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</table>

2.7 Source of concurrent funding, if cooperating with Title VII program:

<table>
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<th>Source Type</th>
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<td>1-local</td>
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<td>2-state</td>
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<tr>
<td>3-foundation</td>
</tr>
<tr>
<td>4-university</td>
</tr>
<tr>
<td>5-federal (specify)</td>
</tr>
<tr>
<td>6-other (specify)</td>
</tr>
</tbody>
</table>

2.8 Total Title VII grant (first year only)

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

3.0 If a UNIVERSITY is working with the Title VII program, specify which:

Sacramento State College (extension course)
4.0 Scope of Project

4.1 Numbers of schools involved in Title VII program:
1-one 4-four
2-two 5-five
3-three 6-other

4.2 Total number of students in program:
A. First year 259
B. Second year 40
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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>PreSchool</td>
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<td>45</td>
</tr>
<tr>
<td>Kindergarten</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>PSK</td>
<td></td>
<td>125</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>Total Non-English Dominant</th>
<th>English Dominant</th>
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</thead>
<tbody>
<tr>
<td>I. Non-English Dom - NEIT</td>
<td>II. E-Dom - NEIT</td>
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<tr>
<td>245</td>
<td>h.s.</td>
</tr>
<tr>
<td>E dom: I</td>
<td>h.s.</td>
</tr>
<tr>
<td>No. 245</td>
<td>h.s.</td>
</tr>
</tbody>
</table>

II Total English Dominant: 157

I Total Non-English Dominant: 245
II Total English Dominant: 157

Total E-Dom: II = II₁ + II₂
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>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreSchool</td>
<td>46</td>
<td>125</td>
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<tr>
<td>Kindn</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL students grades 7-9: 277

PSK 1-2:5 TOTAL students PS and 1.

4.3 PSK

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

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

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

1. Total Non-English Mother Tongue
2. Total English Mother Tongue

I Total Non-English Dominant: 245
II Total English Dominant: 157

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

Non-English Mother Tongue

<table>
<thead>
<tr>
<th>English Mother Tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant</td>
</tr>
</tbody>
</table>

Examples: 1)a native E. speaking acculturated American who may or may not now 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
3.0 BILINGUAL PROGRAM DESIGN

The function of the Sacramento City Unified School District Bilingual Education Program for Early Childhood is designed for application in preschool, kindergarten, and primary grade levels.

Bilingual instruction in language arts and social studies conceptual development provide the main focus for this project. In addition, extensive multi-cultural experiences will be utilized in both the formulation and implementation of behaviorally oriented instructional units designed for the target students.

The elements of the Early Childhood Bilingual Education program are structured in a manner which will effectively utilize other federally funded projects, while providing the proper interfaces with existing, regularly prescribed district programs of instruction.

The unique focus of the Early Childhood Bilingual Education program are listed below:

- **Preschool**: Development of social awareness and improved language facility.

- **Kindergarten**: Continued language development activities, concept formation, and social skills acquisition.

- **Primary Grades**: Continued emphasis, refinement, and application of bilingual language skills as related to cultural identity, self-concept, and group dynamics. Determinations at this time will be made with regard to bilingual mathematics instruction.
Parental Involvement: Throughout each of the designated grade levels, stress will be placed upon increasing parental involvement and active participation in the instructional and extracurricular activities of the project.

At each of the above grade levels, formal instruction will consist of two hour and fifteen minute modules. Specially selected personnel; ability/achievement groupings; non-graded structures; situationally adapted materials for instruction; adaptive instructional methods; and behaviorally oriented evaluation procedures define the operational parameters of the Sacramento Early Childhood Bilingual Education Project.
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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A TOTAL No. of American Indian Americans</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></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td></td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>B2 Puerto-Rican</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B TOTAL No. of Spanish-speaking Americans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| C Portuguese-American               |        |          |                        |
| D Franco-American                   |        |          |                        |
| E Chinese-American                  |        |          |                        |
| G Eskimo                            |        |          |                        |
| H Russian                           |        |          |                        |
| J Other                              |        |          |                        |
| I TOTAL number of N-HIT target students |        | 61%      |                        |

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

| E1 Spanish                         |        |          |                        |
| E2                                   |        |          |                        |
| II TOTAL number of EIT students other than target population | 157 | 39% | ✓ |

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 Nonolingual Students</th>
<th>Number of students Bilingual to any extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>E English American</td>
<td>157</td>
<td>39</td>
</tr>
<tr>
<td>A American Indian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Mexican-American</td>
<td>245</td>
<td>61.2%</td>
</tr>
<tr>
<td>B2 Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 Cuban</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 Other Spanish-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Puerto Rican</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Franco-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Chinese-American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Basque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Russian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL number of EMT target students: 245

### 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>2-Spanish (specify)</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>English</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>American</td>
<td></td>
</tr>
<tr>
<td>A1 Navajo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 Cherokee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 Keresan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 Other (spec.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>B1 Spanish</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Portuguese</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Eskimo</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Other (spec.)</td>
<td></td>
</tr>
</tbody>
</table>
5.6 Recruitment of Students:
0 - not specified
1 - English Mother Tongue and Non English Mother Tongue
Students are required to participate in the bilingual program
2 - Only N-EN are required to take program, EIT's participation
is voluntary
3 - Both EIT and N-EN participation is voluntary
4 - Students selected according to some criteria of project
(in addition to language)

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

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

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey
I for II for
I N-EN group II EIT 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-EN II EIT
1 parents
2 children
3 teachers
4 community
5 others
(specify)

6.3 Language dominance of N-EN 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

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

n.a. - not applicable
n.s. - not specified
5.8 Community Characteristics (mark all that apply)

(If more than one category, indicate percent for each)

1 - inner city-ghetto, barrio 100 %
2 - major city
3 - small city, town or suburb
4 - rural, farm
5 - other (specify)

5.9 A. Socio-economic status of N-ENT participating students
B. Average family income, if mentioned
n.s. - not specified

5.10 Socio-economic status of N-ENT participating students
(n. a. - not applicable (no N-ENT)
00 - not specified

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

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey;

I for II for
N-ENT group L-ENT 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:

1 parents
2 children
3 teachers
4 community
5 others

6.3 Language dominance of N-ENT groups (check: A_ parents, B_ children, C_ teachers) will be determined by the extent each language is used in different domains through various means of communication.

e.g. specify extent descriptively: never, sometimes, always

6.4 USE NON-ENGLISH LANG.

USE ENGLISH

DOMAINS:

1 Home
2 Church
3 School
4 Work
5 Socializing
6 Neighbor
7 Film-TV-radio
8 Magazine, Newspapers
9 Others

(specify)
6.4 If not included in survey, how was student's language dominance determined?

I. Inferred by use of surname
II. Established by formal testing of students
III. Assessed by informal means (specify how)
IV. Not mentioned how language dominance was determined

6.5 Sociolinguistic Survey includes: (check all that apply)

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).

I. Yes
II. No

6.6 XI-EIT parents' attitudes toward maintenance of child's N-EIT in particular domains of use or complete shift to English

I. Yes
II. No

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

I. Yes
II. No

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

I. Yes
II. No

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

I. Will not be assessed
II. Will be assessed, method not specified
III. 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)

I. Not mentioned

7.0 STAFF SELECTION

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

<table>
<thead>
<tr>
<th>Language dominance not specified</th>
<th>Monolingual</th>
<th>Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. E Dom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. E Dom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

6.7 H-EIT parents' attitudes toward their children's learning of the H-EIT language
   1-yes
   0-no
   n.a.

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

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

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

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>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Dom.</td>
<td>E Dom.</td>
</tr>
<tr>
<td>NEMT</td>
<td>NEMT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A-Homilingual</th>
<th>B-Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>A</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I E Dom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEMT</td>
<td></td>
<td>0</td>
<td>0-25%</td>
</tr>
<tr>
<td>II E Dom.</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Dom.</td>
<td></td>
<td>0</td>
<td>0-25%</td>
</tr>
<tr>
<td>III E Dom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEMT</td>
<td></td>
<td>0</td>
<td>0-25%</td>
</tr>
</tbody>
</table>

A Total Number

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

B Total Number

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

Proposal states that pre-school teachers "will probably be bilingual". Infer, however, that classroom teachers were mainly monolingual in actual practice.
TEACHER - BILINGUAL EDUCATION
PRE-SCHOOL (2)

QUALIFICATIONS: DESIRED:
1. Bilingual—English & Spanish
2. Successful teaching experience with bilingual children
3. Possesses a valid California Elementary Teaching Credential
4. Course work in early childhood education
5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES
Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of pre-school activities
2. Makes home visits when needed
3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
4. Utilizes materials and techniques found to be successful in the education of bilingual pre-school children
5. Works closely with regular school staff in coordination and articulation of the program
6. Provides experiences that will enhance the child's understanding of the Mexican culture
7. Maintains an attractive and meaningful learning environment
8. Plans and supervises the activities of aides
TEACHER - BILINGUAL EDUCATION

KINDERGARTEN (4)
(3 Paid for by District)

QUALIFICATIONS DESIRED

1. Bilingual—English & Spanish
2. Successful teaching experience with bilingual children
3. Possesses a valid California Elementary Teaching Credential
4. Course work in early childhood education
5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of kindergarten activities
2. Makes home visits when needed
3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development
4. Utilizes materials and techniques found to be successful in the education of bilingual children
5. Works closely with regular school staff in coordination and articulation of the program
6. Provides experiences that will enhance the child's understanding of the Mexican culture
7. Maintains an attractive and meaningful learning environment
8. Plans and supervises the activities of aides
QUALIFICATIONS: DESIRED

1. Possess a valid California Elementary Teaching Credential
2. Knowledge and experience in teaching bilingual children
3. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

RESPONSIBILITIES:

To organize and implement a bilingual-bicultural program with assistance from curriculum resource staff.

1. Plans daily programs of instruction to meet the needs of individual students as are included in assigned class
2. Makes home visits when needed
3. Utilizes materials and techniques found to be successful in the education of bilingual primary children
4. Provides experiences that will enhance the children's understanding of the Mexican-American culture
5. Maintains an attractive and meaningful learning environment
6. Plans and supervises the activities of Instructional aides
7. Provides instruction to adult representative of children enrolled covering child development learning experiences and understanding and use of Spanish and English languages
INSTRUCTIONAL AIDES

Pre-School (2) Kindergarten (2); Primary (7)

QUALIFICATIONS DESIRED

1. A basic understanding of children and learning and an empathy for children operating in two languages

2. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

3. Ability to work as a member of an educational team

4. Ability to assist with the supervision of students

5. Bilingual in speaking, reading, and writing Spanish and English

RESPONSIBILITIES

Under immediate teacher (pre-school or kindergarten) supervision; assists in the educational and child development activities of the school faculty

1. Assists with normal classroom routines and lesson preparation

2. Helps the teacher to understand unique aspects of Spanish culture and community

3. Performs various instructional duties as assigned by the teacher

4. Assists children in practicing language, both oral and written

5. Assists with group and individual activities as planned with the teacher

6. Acts as liaison with the community in interpreting purposes and progress of bilingual program in fostering a better understanding between school and home

7. Performs other such tasks as may be assigned by teacher
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

(If any information is not specified, cross out that heading and complete the rest of the chart)

<table>
<thead>
<tr>
<th></th>
<th>A Monolingual</th>
<th>B Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>I N-E</td>
<td>Dom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-EXT</td>
<td>7</td>
</tr>
<tr>
<td>II E</td>
<td>Dom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMT</td>
<td></td>
</tr>
<tr>
<td>II E</td>
<td>Dom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N-EXT</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A Total Number of aides or paraprofessionals</th>
<th>B Total Number</th>
<th>N Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monolingual</td>
<td>Bilingual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

7.3 Language(s) used by bilingual program teachers:

(Mark all that apply)

1-Bilingual teachers teach in only one language

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

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

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

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

0-language(s) used by teachers not specified

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

(Mark all that apply)

1-Bilingual aides instruct in only one language

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

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

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

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

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

7.5 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. %
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-o-not specified

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

0-language(s) used by teachers not specified

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

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

   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-o-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. %

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

7.7 Number and Proportion of teachers and aides of same
any cultural background as N-FAIT students;
indicate specific percent on the blank, or
if specified descriptively,
A = teachers
B = aides
1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)
1. previous courses not specified
2. previous courses not specified
3. teacher must meet a specified level of language proficiency in a
standardized proficiency test of the non-English language through
which (s)he will instruct
4. teacher must meet a specified level of communicative competence in
the non-English language determined by a structured interview/fluency
5. previous teaching through N-FAIT (in country where it is a native/native-
like language, in Peace Corps)
6. previous teaching in local area/live in the community
7. courses in N-FAIT language structure and usage linguistics or FL trainin:
8. courses in N-FAIT literature or literacy in Spanish
9. must be bilingual
10. any previous education through N-FAIT/content of courses learned through
11. courses in teaching ESL/audio lingual approach
12. courses in methods of teaching N-FAIT language/language development
13. courses in methods of teaching content (e.g. math) in N-FAIT
14. certification in ESL/or experience teaching ESL
15. certification in teaching N-FAIT
16. cross cultural courses
17. courses in the cultural heritage, values, deep culture of N-FAIT or
other qualifications, specify travel

8.0 STAFF DEVELOPMENT
8.1 A 
B
0-No staff training mentioned
A. For B. For Para-
and/or paraprofessionals in the following areas: Teachers professionals
(work all that apply)

n.s.-Training indicated, but nature not specified
1. English as their second language
2. The teaching of English as a second language
3. X as their second language
4. The teaching of X as a second language
5. Methods of teaching other academic subjects
6. Methods of teaching other academic subjects
7. Contrasting analysis of English and Spanish
8.2 Stated goals of teacher training are: A. For B. For Students
7. Teacher Qualifications - Training and experience prior to project

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

n.s. qualifications not specified
0-previous courses not specified
1. teacher must meet a specified level of language proficiency on a 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
3. previous teaching through N-EMT (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-EMT language structure and usage/linguistics or FL training
6. courses in N-EMT literature/or literacy in Spanish
7. must be bilingual
8. any previous education through N-EMT/content of courses learned through
9. courses in teaching ESL/curriculum approach N-EMT
10. courses in methods of teaching N-EMT language/language development
11. courses in methods of teaching content (e.g. math) in N-EMT
12. certification in ESL/experience teaching ESL
13. certification in teaching N-EMT
14. cross cultural courses
15. courses in the cultural heritage, values, deep culture of N-EMT or other qualifications, specify

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)

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

8.2 Stated goals of teacher training are: I N-EMT II EMT

1. Understanding of socio-cultural values and practices of
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 of
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)
8.3 Methods of Teacher Training: (Mark all that apply)  
- courses
- experiential, teaching supervised by master teacher
- workshops where teachers offer suggestions to each other
- use of video-tapes of teachers for feedback on how they are doing
- cross-cultural sensitivity training, t-groups
- interaction analysis (e.g. Flanders system)
- other (specify) demonstration lessons by resource teacher

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 bi-cultural component
how? 
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 1, 3 
(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-HIT (specify background)

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

8.10 Extent of training:
A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) 
B (indicate no. of hours)
5-weekly
6-monthly
7-bi-monthly

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

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

8.7 Training for project teachers and paraprofessionals is given by:
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-ELT (specify background) ____________________________

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

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

8.11 Number and proportion of teachers attending training:
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-ELT language or dialect
2- to N-ELT students - expectations of achievement
3- to N-ELT 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)
- not specified
- team teaching
- cluster teaching
- shared resource teacher
- other (specify)

10.2 Staff:
- bilingual teacher
- ESL teacher
- bilingual coordinator
- aides or paraprofessionals
- consultant psychotherapist or guidance counselor
- other (specify)

10.3 Average number of pupils per class:
- not specified

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

10.5 Average number of N-KIT or bilingual aides (or paraprofessionals) per class:
- not specified

10.6 Special aid to pupils having most difficulty in learning is given:
- individually
- in small groups
- not specified

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

II

N-KIT language will be maintained in program: (mark all that apply)
- as the alternative language of learning for as long as desired
- as the medium of instruction for special subject matter (e.g. cultural heritage)
- 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

II

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

- not mentioned
- 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-KIT and English in Pre-K, N-KIT instruction should continue through high-school")
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 M-EN 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
0-not specified

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)
I  9  II  10

- N-EN language will be maintained in program:
  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 M-EN group through N-EN 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 M-EN and English in Pre-K, M-EN instruction should continue through high-school")

11.3 Second language learning is introduced in which grade:

- code: C = N.A. (if no EN)
- for each group
  II 7-8 DOM
  II 9 EDU
  III DOM/MENT

11.4 1
11.5 1
11.6 1, 5
ABSTRACT

EARLY CHILDHOOD BILINGUAL EDUCATION PROJECT
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Early Childhood Bilingual Education Program of the Sacramento City Unified School District will continue its focus upon students whose home language is predominantly Spanish. During the second year of program operation, the Bilingual Education Program will be enlarged to extend the application of the instructional services to include one additional grade level for the purposes of effecting a longitudinal demonstration of specialized instruction to target students for a second year.

The Early Childhood Bilingual Education Program will continue to be implemented in one public school, the Ethel Phillips elementary school, and one non-public school, the Holy Angels Elementary School. In these schools, preschool, kindergarten, and primary grades are included in the specialized supplemental services of this project.

Bilingual instruction in the language arts and social studies conceptual development provide the main focus for this project funded under Title VII of the Elementary and Secondary Education Act of 1965.

Concomitant functions of the specialized program in early childhood education described in this proposal include a continuing of efforts to strengthen parental involvement and community relationships as additional means for improving the educational opportunity of the predominantly Spanish speaking students in the Sacramento City Unified School District.

Implementation of the second year program will make possible continued research and demonstration in a practical program of bilingual education.
3.1.1 FIVE YEAR PROJECT OBJECTIVES
EARLY CHILDHOOD BILINGUAL EDUCATION PROGRAM

The objectives designated in this division of the project are designed to serve as minimum terminal performance objectives following the completion of five continuous years of participation in the instructional activities of this project.

3.1.1.1 Fifth Year Terminal Objectives for Spanish Speaking Children:

.1 At the end of five continuous years of participation in the bilingual education program, the previously designated, monolingual Spanish speaking children will demonstrate a facility equal to or above the mean on the California State adopted standardized achievement test for language.

.2 At the end of five continuous years of participation in the bilingual education program, the monolingual Spanish speaking children will demonstrate oral English proficiency comparable to that of English speaking peers of equal age and grade placement.

.3 Given a uniformly applied criterion reference test, the monolingual Spanish speaking children will demonstrate an ability to read, write, and speak Spanish at a level commensurate with grade placement in the educational system.

.4 Given a uniformly applied understanding/attitudinal scale, the monolingual Spanish speaking children will demonstrate a knowledge of and tolerance for socially accepted performance standards predominant in either the family or dominant societal cultures.
11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade) 00 = O not grades

code: (if no EMT specified) 1-3 4-6 7-9 10-12 13-college training
I = Pre-K
II = K-2
III = 3-5

4 = College or University (Other professional training) 11.4 I
14 = Federal, State, or Private Vocational Job training

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

code: 00 if 0 not grades
II = EMT
III = N-EMT/EN Dom

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

code: 00 if 0 not 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-EMT students who are N-E dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.8 Subjects taught % of time per day of

through N-EMT instruction

11.9 % of time per day of

through N-EMT instruction

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

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.11 Subjects taught % of time per day of
### 11.5 Second Language Learning for English-Dominant Students

- **Code:** No ESL specified
  - Grades 123456789101112

### 11.6 Learning in Their Native Language for Non-English Dominant Students

- **Code:** Not specified/Grade 123456789101112

### 11.7 The Amount of Instructional Time in and Through Their Native Language per Day for N-ESL Students Who Are N-E Dominant

- **Code:** 0 = Not specified
  - Math, Science, Social Studies

### 11.10 The Amount of Instructional Time in and Through Their Native Language for N-ESL Students Who Are English Dominant

- **Code:** 0 = Not specified, N.A. = Not Applicable, No N-ESL, E Dom Students

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<table>
<thead>
<tr>
<th>Grade</th>
<th>Min. per day</th>
<th>Total Min. per day of instruction through N-ESL</th>
<th>% of time per day of instruction through N-ESL</th>
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</thead>
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<td>25</td>
<td>ns</td>
<td>m, ss</td>
</tr>
<tr>
<td>1</td>
<td>ns</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Min. per day</th>
<th>Total Min. per day of instruction through N-ESL</th>
<th>% of time per day of instruction through N-ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>25</td>
<td>ns</td>
<td>m, ss</td>
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<tr>
<td>1</td>
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<td>12</td>
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</tr>
</tbody>
</table>
11.13 Program is one-way - only non-English (other Tongue students (including N-EIT-English dominant). English other 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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>not specified</td>
</tr>
<tr>
<td>1</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>2</td>
<td>the second language is used exclusively by the teacher, aide and pupil during at least one portion of the school day.</td>
</tr>
<tr>
<td>3</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>4</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>5</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>6</td>
<td>constant switching from one language to another by teacher during lesson.</td>
</tr>
<tr>
<td>7</td>
<td>the teacher uses English and the paraprofessional then translates the same material for N-EIT pupils.</td>
</tr>
<tr>
<td>8</td>
<td>other (summarize)</td>
</tr>
</tbody>
</table>

12.0 Methods of Second Language Teaching

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

Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students.
### METHOD 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 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.
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

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

13.2 All sequence followed:
1-Listening-speaking proficiency precedes introduction of reading
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 can be acquired in
1-Reading is taught concurrently with listening-speaking skills
2-There is some overlap between learning to read and to write

Note: this section left "not specified" after verification.

specified after verification.

Specified after verification.

Specified after verification.

Specified after verification.
to negative, declarative to interrogative, active to passive.

- **Grammar - Translation Method**

### 13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

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

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

*Note: this section left not specified after verification.*

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

### 13.1 Second language listening-speaking skills are learned:

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

### 13.2 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 IB.**

**IB**

*not applicable (n.a.) if project has no Eng. dom. students*
<table>
<thead>
<tr>
<th>I</th>
<th>Non Eng dom students</th>
<th>II</th>
<th>Eng dom students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>dom second lang</td>
<td>B</td>
<td>second lang</td>
</tr>
</tbody>
</table>

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

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

13.7 Grade level reading is expected:
- in first grade
- in second grade
- in third grade
- in fourth grade
- in fifth grade
- in sixth grade
- other (specify)

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

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

I = N-E
II = E

dom students

dom students

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

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

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

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

(mark all that apply) I = N-E II = E

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

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

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

15.0 IA

Non Eng. dom. Eng. dom.

students B 2nd A B 2nd

15.0 IA

I

II

IB

Non Eng. dom. Eng. dom.

students B 2nd A B 2nd

15.0 IA

I

II

IB

Non Eng. dom. Eng. dom.

students B 2nd A B 2nd

16.0 MATERIALS

16.1 Reading Materials-Typos

Reading Materials are: (mark all that apply)

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

2- Basal readers

3- Dialect readers

4- Experience charts (stories dictated by children)

16.2 If some reading material is in the child's dialect, indicate how long it is used:

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

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

0- None specified

1- Pattern drills

2- Dialog memorization

3- Choral repetition

4- Songs

5- Programmed instruction

6- Stories read to children

7- Audio visual aides: Films, filmstrips

8- Flannel or magnetic boards

9- Realia, graphic displays: Toys

10- Records, tapes

11- Listening centers

12- Multi-media approach

13- Closed circuit TV

14- Experiential

15- Role playing
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

Reading Materials—Types

C. o19  

1-Linguistically based  

(Alphabetic 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-dictation drills  

3-choral repetition  

4-songs  

5-programmed instruction  

6-stories read to children  

7-audiovisual aides  

8-flannel or magnetic boards  

9-sensory, graphic displays  

10-record, tapes  

11-listening centers  

12-multi-media approach  

13-experiential  

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:

1-Field trips  

21—suggested TV programs  

22—other (specify)

Parental reinforcement of concepts learned in class
8.0 FACILITIES, MATERIAL, AND EQUIPMENT

8.1 Facilities:
All arrangements for housing all classes of the bilingual education project will be a shared responsibility of the Sacramento City Unified School District and the Holy Angels Elementary School, through the utilization of existing classroom and supportive service spaces.

8.2 Materials:
The instructional requirements of the Early Childhood Bilingual Education project necessitate the development of specialized materials to meet the educational needs of the target population. Whenever possible, advantage will be made of currently available materials and the testing of the applicability of these available materials will be a concomitant function of this project operation. Particular consideration will be given to the selection and specialized uses of materials in each of the following major categories in support of designated project objectives and activities.

- Perceptual development materials
- Cognitive growth materials
- Materials for social skills acquisition
- Language development materials
- Materials for physical/motor skill development
- Bicultural library materials
- Bilingually oriented audio-visual materials
- Appropriate testing and evaluation materials

8.3 Equipment:
Equipment selected for use in the classrooms of the Early Childhood Bilingual Education Project will have capabilities for application in individual and small group instruction and play activities. Items which have been demonstrated as being particularly effective in the coordinative and social development of
bilingual children include at least the following:

- Tape recorders
- Record player
- Listening centers
- Projection equipment
- Balance beam and motor development equipment
- Specialized furniture (classroom and office)
- Instructional toys

In addition to those items noted above, closed circuit television/video tape recording facilities will be utilized in the implementation of this project. Standard support equipment will be provided, as in the instances of regularly established classrooms, by the Sacramento City Unified School District.
16.4 The sources of Non-English materials and textbooks are:
(mark all that apply)
0-not specified
1-written by native speakers of that language
2-commerially 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-EWT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox att.ched-page and document

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)
0-not specified
3-pupils of both linguistic groups are:
- always mixed for all learning
- mixed for language learning
- mixed for some academic subject learning
- mixed for non-academic learning; art, music, gym, health
- separated for native and second language learning into dominant language groups
- separated for most academic subject learning into dominant language groups
- never mixed for language or other academic learning
- other (specify)

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

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

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)
0-not mentioned
1-not specified
2-one-on-one
3-small groups (specify size)
4-individual instruction
5-other (specify)
6-not applicable

18.2 Other (specify)
8 The specific bilingual/bicultural materials used in the language component are:
0-not specified
1-xerox attached-page and document

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply)
0-not specified
1-never 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-separates for language or other academic learning
8-other (specify)

17.2 Students are grouped for language instruction:
(mark all that apply)
A-more than 1/2 the time
B-Less than 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

18.0 TUTORING

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

- 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
- other (specify)

19.0 CURRICULUM PATTERNS

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

- a non-graded classroom: pupils of different ages are grouped together during part of the school day
- flexible or modular scheduling
- small group instruction
- individualized learning
- open classroom
- guided discovery and inquiry
- a curriculum which is both child and subject-centered
- 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:

- method not mentioned
- structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
- non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
- labeling and discussion of concepts related to time, space, distance, position
- labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 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
- direct experience of math through discovery rather than instruction
- other (specify or xerox) p. no. and document:
19.0 CURRICULUM PATTERNS

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EN instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications within the curriculum of bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
- a non-graded classroom: pupils of different ages are grouped together during part of the school day
- flexible or modular scheduling
- small group instruction
- individualized learning
- open classroom
- guided discovery and inquiry
- a curriculum which is both child and subject-centered
- 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:
- method not mentioned
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- labeling and discussion of concepts related to time, space, distance, position
- labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
- 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.
- direct experience of math through discovery rather than instruction
- other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
- method not mentioned
- specify or xerox p. no. and document
- n.a.-no grade 4 or later grades
21.0 SELF-ESTEEM

Stated methods of project component expected to increase self-esteem:

1. no-self-esteem not mentioned as an objective
2. 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 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:

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
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-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-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged.
16-teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
22.0 LEARNING STRATEGIES
1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specific or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activities, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned.

23.0 BICULTURAL COMPONENT
23.1 This program is:
1-bilingual alone.
2-bilingual and bicultural.
3-bilingual and multicultural.
0-not specified as to which of the above.
4-an ethnic studies program is included in the bilingual program.
5-art, posters, realia, crafts of both cultures are exhibited in the classroom.
6-language and cultural content are integrated.
7-teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

23.1 3 6
23.2 Cross-cultural awareness:
If project mentions specific values or modes of behavior of N-LiT culture, please summarize below: (or attach xerox)
none mentioned

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

23.4 In the bicultural component knowledge of the N-LiT culture involves (mark: all that apply)
n- 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 NEliT or EliT
8. Other (specify)

23.5 American culture is defined:
n- 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:
n- group not specified
1. Project children
2. Adults of the project community
3. Teachers
no-bilingual library not mentioned
23.3 If project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#)
0 - none mentioned

23.4 In the bicultural component knowledge of the H-HT 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-MT or I-MT
8 - Other (specify)

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

24.0 COMMUNITY COMPONENT
24.1 Bilingual libraries are provided for:
0 - group not specified
1 - project children
2 - adults of the project community
3 - teachers
4 - 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
4 - 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. Newsletter 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. 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
2. Opening school facilities to the community at large for use after school hours and on weekends
3. Providing adult education courses
4. In-service training programs
5. Other (specify)
6. Parents participated in classroom observation

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

- existing community groups working with program
- bilingual questionnaires
- community-school staff committees
- community advisory groups
- formal meetings open to the entire community
- informal meetings with community groups
- project director personally involved in program dissemination, specify how

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

- no mention of school seeking to be informed about community
- meetings open to the entire community conducted in both languages
- community representatives to the school
- bilingual questionnaire sent to the home
- home visits by school personnel
- other (specify)
- Spanish weekly newspaper, Spanish TV programs - coordinator participates

24.6 The school is open to the community through:

- not mentioned
- school is not open to community for community use
- opening school facilities to the community at large for use after school hours and on weekends
- providing adult education courses
- parents participated in classroom observation

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through:

- newspaper articles
- radio programs
- TV programs
- video-tapes
- films
- visitors to observe the program
9.0 PARENT AND COMMUNITY INVOLVEMENT AND ADVISORY COMMITTEE FUNCTIONS

The Sacramento City Unified School District Bilingual Education project is fully aware of the need for lay citizen participation in Federally funded programs of education. To achieve a broad base of parent and lay citizen participation and acceptance of the tenets of this program, a plan for parental and community involvement and advisory committee participation has been developed.

9.1 Parental Involvement:

Parental involvement experiences in the first year's program operation will be expanded into each of the designated grade levels provided for in this project. The intent is to provide for actual instructional involvement of parents during the early development of the child's education. To accomplish this, parents will be brought into the classroom to observe the concepts being developed. In addition, they will be provided in-service education as a vehicle for developing understanding of the objectives of the bilingual program and such transitional experiences as are necessary for entry into the regular school program.

Parental involvement in the primary grades, however, will not be as structured as that in the preschool and kindergarten. The intent of parental involvement in the primary grades shall be designed to provide positive reinforcement of the objectives and instructional experiences of the bilingual program. The extent of this involvement shall focus upon assisting children with continuing their education in the home during out-of-school hours. It is anticipated that continuing parental involvement during each successive year of project
operation will result in a core of knowledgeable persons in bilingual education, supportive of the tenets of this program.

9.2 Community Involvement:

In order to achieve greater community understanding of the objectives of this project and the methods for implementation, project personnel will initiate a planned program of community involvement.

General orientation sessions concerning ways in which individual citizens and local agencies can assist in enriching the instructional program will be presented. These sessions are intended to increase community awareness of the values of a bicultural community.

Surveys of local agencies and individuals for the purpose of identifying those resources which may be utilized in enriching the instructional program also will be completed.

The Project Director will participate in meetings of local agencies and with groups of concerned citizens for the purpose of explaining the intent of the bilingual program and eliciting support from these individuals and/or groups.

9.3 Advisory Committee Functions:

Through activities of the Title VII Advisory Committee, information relative to the objectives and instructional opportunities provided by this project will be disseminated to the community. The advisory committee will assist project staff in on-going assessment and modifications of program activities. Also, this committee will provide a resource base for bringing relevant personal experiences into the classroom setting.
The Advisory Committee for the Early Childhood Bilingual Education project shall consist of 15 representatives from agencies, the parent group, and interested lay citizens. Not less than 8 of these representatives shall be parents of participating Mexican-American students. Further, the membership of the Advisory Committee shall have, as ex officio members, representation from the administrative and instructional staffs of the project schools and classes, Title I, and of the district central office.
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 Not specified
1-A comparison group has been chosen
2-A comparison group will be chosen

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