Bilingual Multicultural Education

National Education Association, Washington, D.C.

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English must be taught as a second language, using appropriate techniques and materials.

Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

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The symposium made the following recommendations which have served to form NEA's position on bilingual education:
Spanish-speaking teachers must be trained in accordance with specific criteria.

The school is an extension of the community and mutual support is imperative.

Universities and colleges must intensify their mobilization of talent.

A concerted effort ranging from the local to the national level of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.

A variety of state and federal funding resources must be vigorously pursued.

It was in 1969 that the NEA Representative Assembly adopted a resolution supporting bilingual/multicultural education as an effective means of meeting the educational needs of non-English-speaking children. Similar resolutions were passed in 1972 and each year since. The current position (Resolution B-2) reads as follows:

The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual/multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

The 1973 Representative Assembly also adopted the following new business item:

"Inasmuch as the NEA endorses schools as a concept, not as a place, and continues to support the commitment to provide maximum educational
opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex, or national origin, and realizing the need to provide educational services to all students and teachers to meet special needs, NEA shall establish and fully fund a professional Multi-Cultural, Multi-Racial Task Force on Bilingual/Bicultural Education within the structure of NEA.

A Task Force was appointed to provide specific policy and program recommendations to enable the Association to take leadership in influencing the establishment of bilingual/multicultural education programs. Its first action was to define bilingual/multicultural education:

Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum.

This definition has served as a guide for all NEA programs in bilingual education.

In its first report -- to the 1974 Representative Assembly -- the Task Force made 23 specific recommendations for NEA involvement and commitment to the concept of bilingual education. In addition to recommending more federal funding and support, it urged NEA state and local affiliates to seek commitments at those levels. It pointed to the lack of awareness of the need for bilingual programs and asked that the NEA provide more information to Association members and leaders.

In its second year the Task Force developed two sets of criteria: one for establishing and maintaining effective bilingual/multicultural education programs, the other for state legislation in bilingual/multicultural education. The criteria were addressed specifically to students, staff, teacher training, curriculum development, the community, and research. The Task Force also spoke of the "gain factor" in bilingual/multicultural education, concluding that all who are concerned about quality education gain from an effective program.
The NEA continues its commitment to quality equal education for all. This information packet on bilingual/multicultural education is a small effort to maintain that commitment. We hope the materials will serve to make NEA members more aware of the current issues and efforts in bilingual/multicultural education and that they in turn will seek to develop high quality programs.

Carmel E. Sandoval
Professional Associate
NEA Instruction and Professional Development
BILINGUAL EDUCATION IN PUBLIC LAW 93-380

Foreword

Bilingual Education in Public Law 93-380 was prepared by our office on March 13, 1975 as an analytical document challenging the Department which ultimately has the responsibility for implementing the law.

Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page 19 of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical -- it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligible institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca
Regional Commissioner
Introduction

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally coordinated program of bilingual education.

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provision for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels -- Federal, State, and local.

*Office of Education, Region VI, Department of Health, Education, and Welfare, 1200 Main Tower, Dallas, Texas 75202
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Curriculum models must be characterized by their diversity so that the needs of students will be met rather than continue to fit the children to the curriculum.

English must be taught as a second language, using appropriate techniques and materials.

Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

In 1966, as a result of the survey, a symposium on "The Spanish-Speaking Child in the Schools of the Southwest" was convened at the University of Arizona in Tucson. That symposium dealt with bilingual education in six main areas:

Innovative classroom practices
Community participation in the schools
Preschool education
University involvement
State legislation for bilingual education
Federal support for bilingual education.

The symposium made the following recommendations which have served to form NEA's position on bilingual education:
Spanish-speaking teachers must be trained in accordance with specific criteria.

The school is an extension of the community and mutual support is imperative.

Universities and colleges must intensify their mobilization of talent.

A concerted effort ranging from the local to the national level of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.

A variety of state and federal funding resources must be vigorously pursued.

It was in 1969 that the NEA Representative Assembly adopted a resolution supporting bilingual/multicultural education as an effective means of meeting the educational needs of non-English-speaking children. Similar resolutions were passed in 1972 and each year since. The current position (Resolution B-2) reads as follows:

The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual/multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

The 1973 Representative Assembly also adopted the following new business item:

"Inasmuch as the NEA endorses schools as a concept, not as a place, and continues to support the commitment to provide maximum educational
opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex, or national origin, and realizing the need to provide educational services to all students and teachers to meet special needs, NEA shall establish and fully fund a professional Multi-Cultural, Multi-Racial Task Force on Bilingual/Bicultural Education within the structure of NEA.

A Task Force was appointed to provide specific policy and program recommendations to enable the Association to take leadership in influencing the establishment of bilingual/multicultural education programs. Its first action was to define bilingual/multicultural education:

Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum.

This definition has served as a guide for all NEA programs in bilingual education.

In its first report -- to the 1974 Representative Assembly -- the Task Force made 23 specific recommendations for NEA involvement and commitment to the concept of bilingual education. In addition to recommending more federal funding and support, it urged NEA state and local affiliates to seek commitments at those levels. It pointed to the lack of awareness of the need for bilingual programs and asked that the NEA provide more information to Association members and leaders.

In its second year the Task Force developed two sets of criteria: one for establishing and maintaining effective bilingual/multicultural education programs, the other for state legislation in bilingual/multicultural education. The criteria were addressed specifically to students, staff, teacher training, curriculum development, the community, and research. The Task Force also spoke of the "gain factor" in bilingual/multicultural education, concluding that all who are concerned about quality education gain from an effective program.
The NEA continues its commitment to quality equal education for all. This information packet on bilingual/multicultural education is a small effort to maintain that commitment. We hope the materials will serve to make NEA members more aware of the current issues and efforts in bilingual/multicultural education and that they in turn will seek to develop high quality programs.

Carmel E. Sandoval
Professional Associate
NEA Instruction and Professional Development
BILINGUAL EDUCATION IN PUBLIC LAW 93-380

Foreword

Bilingual Education in Public Law 93-380 was prepared by our office on March 13, 1975 as an analytical document challenging the Department which ultimately has the responsibility for implementing the law.

Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page 197 of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical -- it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligible institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca
Regional Commissioner
BILINGUAL EDUCATION IN P.L. 93-380

Introduction

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally coordinated program of bilingual education.

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provision for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels -- Federal, State, and local.

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The body of the paper examines three aspects of such a program. First, it will review the various bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the law.

I. Bilingual Educational Components of P.L. 93-380

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

As noted above there are more than twenty different programmatic references to bilingual education in P.L. 93-380. In most of these instances the law merely states that provision must be made for equal educational opportunities for persons of limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support bilingual activities.

The complexity and magnitude of the coordination problem comes into clearer focus if the programmatic bilingual components are depicted on a circle diagram. (See Figure 1.) While most of the program support falls outside of the bilingual impact area, it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the stress is and where the action will take place. (Also see Attachment B.)

A. Compensatory Education. Title I not only continues the special programs for educationally deprived children but extends compensatory education to children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that the disproportionate number of children growing up in non-English-speaking homes can be classified in one or more of the above categories. Title I funds will continue to make a major contribution to the education of the bilingual child.

B. Bilingual Education Act. The strongest mandate in support of bilingual education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary and Secondary Education Act of 1965. The law authorizes a sliding scale of funding over the next four years which if fully implemented would more than double existing support. One-third of all appropriations are to be set aside for training bilingual teachers. The National Institute of Education is authorized to conduct a five million dollar Bilingual Research Program annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of bilingual education programs, for supplementary community adult or preschool programs, and to assist State departments of education to provide technical assistance and coordinate bilingual educational activities. Each State educational agency receiving funds is to submit an annual "State Plan," and priority is to be given to geographic areas with greatest need.
C. Ethnic Heritage Study Centers. Title I ends with a reference to Ethnic Heritage Studies in Section III. The legislation authorizes continued support for such Centers to July 1, 1978.

D. Equal Educational Opportunity. The only reference to bilingualism found in Title II is Section 204 (F) where the law states emphatically that "the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional programs" is deemed an unqualified failure.

E. Federal Impact Aid Programs. Title III makes major changes benefiting the bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impact Aid funds spent by local education agencies for the benefit of bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The law further stipulates under Subsection 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. Consolidation Programs -- Title IV. Three references are made to bilingual education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior." Section 403 makes assurance that bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404 (G) which authorizes projects for the identification and education of gifted and talented children, including those with limited English-speaking ability.

G. Bilingualism in Non-ESEA Legislation. Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for Bilingual Adult Education Programs. Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both English and the native language of the adult. Fifteen percent of the State's Adult Education allotment is to be set aside for Special Adult Education Projects, including the development of "methods for educating persons of limited English-speaking ability."

P.L. 93-380 amends and extends the Education of the Handicapped Act through 1977. Section 614 authorizes a one-year only special State entitlement to assist States in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary, and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The law also broadens the screening procedures used in identifying handicapped children by stipulating "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."
The Indian Education Act of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in engineering, medicine, law, business, forestry, and related fields. (Attachment C cites the major references to Indian education in P.L. 93-380.)

Title VI extends the Emergency School Aid Act through June 30, 1976. As has been true in previous years, this piece of legislation has provided extensive support for bilingual education.

H. National Reading Improvement Program. Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies." One of the criteria set forth in the application process stipulates that provision must be made for "the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability."

I. Postsecondary Educational Programs. Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new bilingual implications in each of the amended laws.

There are three major changes benefiting the bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people." Previously there had been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability." Such students may also receive "guidance and counseling in order to enable them to pursue a postsecondary education."

The Higher Education Act is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiving the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the Vocational Education Act of 1963 by specifically authorizing bilingual vocational training for persons of limited English-speaking ability, and by adding a new Part J carrying the title "Bilingual Vocational Training." Part J is intended to provide language instruction for skilled and semiskilled workmen already in the labor market, and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment." Training allowances for participants in Part J Bilingual Vocational
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Programs are subject to the same conditions or limitations as those set forth in Section III of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the Library Services Construction Act to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability."

One final but significant amendment affecting bilingual education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual Children to July 1, 1978.

II. Analysis of Issues

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of programmatic products. Once a product is in place it sets in motion a predicted logic of anticipated activities. The interface of those activities upon the products results in predictable issues.

An expanded bilingual program in Region VI will create a predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas. Let us consider a model bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2.)

As indicated in the introduction, issues tend to cluster around areas of stress. Using the examples contained in the Region VI interface grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. The Continuity Issue. Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key bilingual products occurring in Region VI are identified in the model above, such as historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de La Raza, and Southwest Educational Development Laboratory.
Any planned expansion of bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the ERIC Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects. Again the ERIC system can be relied upon as a link to the past and a bridge to the future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process. Only people can make the intellectual process "click." There are already many dedicated bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian education, gifted and talented, the handicapped, early childhood, and adult education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

B. The Communication Issue. As noted earlier, the new legislation makes provisions for bilingual education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of bilingual programs in 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out." Presentations have been made before each of the State departments of education and other educational groups in Region VI. An interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

C. The Cooperation Issue. The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances cooperation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure cooperation in such activity areas as "involvement," "assistance," and "support."

In almost every instance the law mandates community involvement in planning and implementing bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and regional efforts are encouraged. Even at the Federal level the law is specific in specifying interprogram, interagency, and interdepartmental cooperation. The job to be done merits a total interteam
There must be appropriate interface among such programmatic efforts as State supported and funded bilingual programs, significant locally funded projects, private and non-profit contributions, and the regional and interregional thrusts of Federally sponsored projects. Without cooperation we will either negate or duplicate each other's effort.

D. The Coordination Issue. It is the opinion of the Region VI OE staff that the success of the bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximize program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the bilingual effort in Region VI. Task Force de La Raza, headquartered in Albuquerque, with Regional offices in San Antonio, Chicago, Denver, and Sacramento, provides a logical interregional coordination network. They have sponsored significant bilingual conferences, compiled statistical data on various facets of the bilingual problem in the Southwest, provided technical assistance upon request to local, State, regional, and national groups, and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. Lau Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The law makes provisions for national coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs." The term "other programs" is defined on page 29 of the law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the law call for nationally coordinated bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Community Schools
Act, page 66; and finally the entire text of the Bilingual Education Act, parts 18 through 20. How the divergent elements are to be coordinated at the national level is of vital concern to the bilingual leadership in the Southwest.

E. The Compliance Issue. Any Federal program must be monitored for compliance with the law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for bilingual educational activities falls heavily on Regions VI and IX. Approximately half of all the bilingual population live in the Southwest. The problem of compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican American.

More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing civil rights assurances to such a diverse bilingual population will impose a major administrative problem for the regional OE/OCR/ORD staffs of Regions VI and IX.

III. Reactions and Response

Assuming we have identified some of the key issues involved in an expanded bilingual education program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the bilingual community, educationally as well as socially and economically?

2. What policy changes are advisable?

3. What organizational structure is necessary to effectively coordinate bilingual programs mandated in P.L. 93-380?

4. What administrative decisions need to be made?

5. How shall the Office for Civil Rights be involved?

6. What effect does this paper have on the development of "Rules" and "Regulations?"

7. What significance will a noncoordinated effort have on the Office of Contracts and Grants?

8. What is the role of the Deputyships to a nationally coordinated bilingual educational thrust?

9. Are there good examples of coordinated programs in OE which could serve as models?

10. How can NIE and NCES activity best support OE's effort in bilingual education?

11. Are programmatic set-asides advisable?
12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

**Recommendations:** That the Commissioner immediately appoint an intra-agency Task Force representative of the Deputyships and the Regional Offices and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,

2. Develop policy and directive statements,

3. And report their findings via MIS strategy within a specified time frame.
## Legislation Amended by P.L. 93-380

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<td>Library Services and Construction Act</td>
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<td>Migration and Refugee Assistance Act of 1962 (modified)</td>
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<td>Vocational Education Act, 1963</td>
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## New Acts or Legislation Embodied in P.L. 93-380

<table>
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<td>Equal Education Opportunities Act of 1974</td>
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<td>Mathias Amendment (Special 1 year only grant for Handicapped)</td>
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<td>Women's Educational Equity Act of 1974</td>
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Public Law 93-380
Implications for Bilingual Education

I. Compensatory Education (ESEA I)
   (Title I, Section 102, pp. 8, 18)
   A. Ethnic Heritage Study Centers (ESEA IX)
      (Title I, Section III, p. 30)

II. The Bilingual Education Act
    (Title I, Section 105, pp. 20-29)
    A. Amends Title VII of ESEA
       1. Provides grants to LEAs to meet the needs of children with
          limited English-speaking ability.
       2. Preschool and supplementary programs may also be funded.
       3. Programs may be established for adults.
       4. Particularly for parents of children participating in bilingual programs.
    B. Program Characteristics
       1. Must provide instruction in child's native language, also English.
       2. Limited number of English-speaking students may enroll.
       3. Bilingual students to attend regular classes in subjects such as art, music, and physical education.

III. Desegregation (Title II, Section 204, p. 32)
    A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.

IV. Impact Aid (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)

V. Consolidation (Title IV, Section 401, p. 55 plus p. 57)
    A. Basis of distributing Part B funds.
       1. Greatest amounts to districts with greatest number of disadvantaged children from homes.
       2. Programs designed for families in which English is not the dominant language.
Attachment B (cont.)

B. State Advisory Council must include professional persons with bilingual competence.

VI. Special Projects Act (Title IV, Section 404, p. 66)

A. Provides funds for model projects for gifted and talented children.

B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

A. "AEA is amended to include provisions for bilingual programs for adults.

1. Instruction is to be in both English and the native language.

2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.

B. Provision is made for special bilingual experimental demonstration projects under Section 607.

1. Funds may be used for development of innovative methods.

2. Also for the training of personnel for adult bilingual programs.

VIII. Education of the Handicapped, Section 614, p. 98

IX. Indian Education Act, Sec. 632, Section 614, p. 98

X. Emergency School Aid Act, Section 641, p. 104

XI. The National Reading Improvement Program (Title VII, Section 705, p. 107)

A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.

B. Applicants must provide for the use of bilingual methods and techniques.

XII. Higher Education Act of 1965

A. Developing Institutions for Spanish-speaking people Sec. 832, p. 120.
B. Guidance and counseling services, Sec. 833, p. 121.

C. Legal Training, Sec. 836, p. 121.

XIII. Vocational Education Act of 1963 (Title VIII, Section 833, pp. 120-121, Section 841, pp. 123-127)

A. Section 833 provides English language instruction counseling and guidance for students of limited English-speaking ability.

B. Section 841 provides $17.5 million for FY 75 for bilingual vocational education and adult education programs.
   1. The section also specifies that persons of limited English-speaking ability are to be included as members of the National Advisory Council on Vocational Education.
   2. Students of limited English-speaking ability may be included on State advisory councils.

C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.
   1. Designed to train or retrain individuals with limited English-speaking ability for nonprofessional employment.
   2. Develop and disseminate accurate information on bilingual vocational training.
   3. Report annually to the President and Congress.
   4. Appropriates $17.5 million for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act (Title VIII, Sec. 841, pp. 126-127)

A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English-speaking ability.

B. LSCA plan must accommodate communities with high concentrations of low-income families.

XV. Extension of Advisory Council (Title VIII, Sec. 845, p. 129)

A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.
Attachment C

Public Law 93-380
Implications for Indian Education*

1. Compensatory Education for Indian Children
   (Title I, Section 101, p. 5, p. 8 -- EA of '74)
   a. OE funds to be transferred to Department of Interior for
      special education needs of disadvantaged Indian children:
         (1) must live on reservations or
         (2) attend DOI schools.
   b. 1% of Title I funds reserved for territories and Indian
      children.

2. Bilingual Education for Indian Children
   (Bilingual Ed Act, Title I, Sec. 105, pp. 24-25 -- EA of '74)
   a. Grants for bilingual education:
      (1) to schools operated predominantly for
          Indian children, and
      (2) to Secretary of DOI for children living on reservations.
   b. Secretary of DOI to compile bilingual studies:
      (1) An annual report on projects and funds
      (2) A needs assessment on bilingual education for Indian
           children.

3. Impact Aid for Indian Children
   (Title III, Sec. 305, pp. 46-47 -- EA of '74)
   a. LEAs must guarantee that children residing on Indian lands
      will be included in school programs on an equitable basis.
   b. Indian children classified as A students for determining
      impact aid payments.
   c. Funded at 100% level.

4. Consolidation Grants for Indian Children
   (Title IV, Sec. 401, p. 54 -- EA of '74)

*Prepared by Harold A. Haswell, Director, Developmental Programs Planning and
Evaluation, USOE, ROVI, Dallas, TX.
a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school).

(1) Provides support for Libraries and Learning Resources (Part B), and
(2) Educational Innovation and Support (Part C).

5. Education of Handicapped Indian Children
   (Title VI, Sec. 614, p. 98 -- EA of '74)

   a. Authorizes grants of $8.75 for each child ages 3-21 for FY 75 only, for all handicapped children in the State.

   b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

6. Indian Education Act extended and expanded.

   a. Extends Section 303 (a) (1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.

      (1) Sec. 303 is amended to increase the percentage of funds reserved for Indian controlled schools from 5% to 10%.

   b. Section 810g of ESEA is also extended through fiscal year 1978.

      (1) This section provides grants to improve educational opportunity for Indian children.

      (2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.

   c. Provides fellowships and scholarships for Indian professionals.

      (1) Authorizes $2 million per year for teacher training fellowships and grants.

      (2) Also authorizes 200 fellowships for Indian professional graduate students.

7. Extension of Advisory Council
   (Title VIII, Sec. 845, p. 129 -- EA of '74)

   a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.
STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

... many states have initiated bilingual education programs in order to meet the special needs of children from homes where a language other than English is dominant. The 1968 Federal Bilingual Education Act, which became Title VII of The Elementary and Secondary Education Act, its subsequent, substantial funding, and the 1974 U.S. Supreme Court decision in Lau v. Nichols were landmark stimuli in focusing local reformers' and ultimately state attention on bilingual education. Only three states had such programs legislated and funded at the time of Serrano. By 1974-75, however, 13 states had legislated and funded bilingual education programs, while another state had mandated bilingual instruction without legislation.

As Table 3 shows, four states have made relatively strong efforts in bilingual education: Illinois, Massachusetts, Colorado and Louisiana. Each of these state's funding approximates or exceeds significantly the funding for bilingual education provided by the Federal Government's Title VII ESEA. In the case of Illinois, phenomenal increases in funding of its bilingual education program accompanied the state's 1973 general school finance reforms; bilingual education funding rose from $805,000 in 1971-72 to $8,000,000 in 1974-75, the top state funding in the nation. These funds are especially important to Chicago as "nearly two-thirds of (the number of children served) reside in the Chicago area." ... As will be discussed later, Illinois chose a multi-pronged approach to aid its largest city.

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Table 3 lists the 13 states; Pennsylvania is the state which has mandated bilingual instruction without legislation.

Louisiana's program, however, is aimed at fostering French as a second language rather than at meeting the needs of children from homes where a language other than English is dominant.
### Table 3

**State Legislated and Funded Bilingual Education Programs (a)**

(Dollars in Thousands)

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<tr>
<td>California</td>
<td>1972</td>
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<tr>
<td>Colorado</td>
<td>1975</td>
<td></td>
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<tr>
<td>Illinois</td>
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<td>500</td>
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<tr>
<td>Michigan</td>
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<td>88</td>
<td>-0-</td>
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<td>700</td>
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*Estimate*

(a) Only included are programs based on state legislation and categorical funding. Thus bilingual education programs in states such as Washington, which are supported from state compensatory education funds, or in Pennsylvania, which are supported solely by local education agencies, are not included.

(b) Major new program to commence in 1975-76, funded at $2,550,000.

(c) $200,000 allocated for 1975-76.

(d) Major new program to commence in 1975-76.

(e) In addition, significant portions of local districts' allocations of state funds under the Urban Education Program (until June 1974) or Chapter 241 Program (since July 1974) have been earmarked by local districts for bilingual education: $3,750,000 in 1973-74.

(f) Will be much higher in 1975-76.

Colorado's bilingual education legislation was not enacted until 1975, two years after the state's major 1973 general aid formula revisions. The 1975-76 appropriation was $2.5 million, which is 455% of the 1974-75 Federal Title VII funds awarded to the state. One of Colorado's 1973 general aid formula revisions also substantially benefited Denver, despite that city's relatively high wealth. So, Colorado, like Illinois, has chosen a multi-pronged approach to aid its largest city.

In the Northwest and Midwest, where children eligible for bilingual education programs are concentrated in the cities, bilingual aid programs can be seen as a fairly direct way to help cities undertake the tough job of providing an adequate education for their linguistically diverse student populations. Michigan, New Jersey, New York and Rhode Island, in addition to Illinois and Massachusetts, fund state programs. The funding commitments of these four states are quite small, however, compared to the Federal Title VII ESEA funds going into their states. (See Table 3.)

In the Southwest and West, where children eligible for bilingual education programs are more spread out between urban and rural areas, bilingual aid programs obviously have less impact on cities. Nevertheless substantial funding of bilingual programs would still be an important way for states to assist cities in their difficult educational tasks. Next to Colorado, New Mexico appears to have made the second greatest effort in the Southwestern and Western areas of the country. New Mexico's effort, however, is only one-third of the Federal Title VII ESEA allocations in New Mexico. California and Texas have both allocated more funds for bilingual instruction than either Colorado or New Mexico, but their state funds are only 19% and 13% respectively, of the Federal Title VII ESEA allocations in their states. (See Table 3.)
Nationwide in 1974-75, states allocated $23 million for state legislated and funded bilingual education programs. This figure is almost ten times what it was in 1971-72. Similarly the number of states with legislation and funding on the books has grown from only three at the time of Serrano to thirteen at present. Nevertheless, this growth must be placed in perspective. Even considering that state funds for bilingual education might approach $30 million when adding in state compensatory education funds and state department of education general funds used for bilingual education purposes, state program dollars would still be only 38% of Federal Title VII ESEA dollars for bilingual instruction, and are only 13% of state compensatory education program dollars. As for meeting the need in the area of bilingual education, Congressman Edward R. Roybal of California estimates that the Federal Title VII ESEA funds in FY 74 served only 3% of the five million children who are eligible for bilingual programs. . . . Or to look at this another way, if it could be presumed that the total Federal Title VII funds ($78 million in 1974-75) were spent equally on each eligible child (total 5 million), the additional funds available to participating school districts would be only $16 per child. Yet the federal funds are roughly three times the state funds: In short, except for Illinois, Massachusetts and Colorado, state bilingual programs today do not appear to be substantial forces in meeting the needs of cities' disproportionate numbers of linguistically disadvantaged students.
OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

Developed by the Cultural Awareness Center Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.
OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

The attached outline is offered as a basic approach for a Comprehensive Education Plan (CEP) that will not only address itself to CRA Civil Rights Act, 1964, Title VI requirements including Lau, but hopefully will accentuate quality in an educational setting.

Although this outline was originally intended as assistance for ESAA Emergency School Aid Act school districts, it was developed further and could be useful to school districts who are developing a CEP for other than ESAA eligibility reasons.

The agencies listed below CACTI, New Mexico State Department of Education, General Assistance Center-A, University of New Mexico were involved in several work sessions as the outline was developed. One of the sessions included representatives from OCR Office for Civil Rights, Regions VI and IX.

The outline is purposely general and flexible to allow for school districts to utilize their own uniqueness and still meet basic requirements.

In this outline "Lau Remedies" refers to the Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols document accepted and enforced by OCR.

The Lau Remedies and the May 25, 1970, memo are also used with this outline since reference is made to those documents throughout.

*May be obtained from Type B General Assistance Center in your area. See list on page 78.
I. District-Wide Advisory Committees

Adequate provisions for minority participation on the committee and adequate community input and review. This should apply to Advisory Committees under all federal projects.

I. Needs Assessment and Priority Setting

A. Inventory current curriculum, faculty capabilities, existing Federal programs, existing state and local programs and funds, language/cultural/educational background and needs of students, current physical facilities, community resources, available evaluation data (current and applicable).

1. Language assessment
   a. Survey all students to determine home or primary language; use Lau Remedies criteria. Survey forms available from SEA State Education Agency/Lau or CACTI Lau Center . . . . Lau Remedies document also available from the above sources.
   b. Determine the linguistic proficiency of those students identified above and categorize as follows:
      1. Monolingual other (than English)
      2. Predominantly other
      3. Bilingual
      4. Predominantly English
      5. Monolingual English

2. Determine achievement levels of above students (see pp. 10, 11, and 22 of Lau Remedies . . . ).

B. Draw up set of priorities based on identified needs and resources.

II. The Comprehensive Education Plan

A. Restructure curriculum to meet the identified multilingual/multicultural needs of the students.
1. Describe the program(s) you will prescribe for students of limited English-speaking ability (LESA) identified in the language assessment. Provide for the cognitive and affective domains (pp. 4- Lau Remedies).

2. Additional innovative initiatives by the district, or additional items to meet specific identified needs. Alternative programs aside from those suggested in the Lau Remedies but which fill the achievement criteria.

3. Time lines, evaluation designs, staffing, etc., can be incorporated in this section of the Comprehensive Education Plan or as separate components addressing the total Comprehensive Education Plan.

B. Eliminate discriminatory class assignments, ability grouping and special education grouping (see pp. 13, 18- Lau Remedies and other regulations).

C. Adopt affirmative action plan to hire needed multilingual/multicultural and minority teachers and administrators. Document recruiting efforts, transfers, reassignments, etc. (pp. 17- Lau Remedies and other regulations).

D. Develop training program to bring present staff into position to meet the assessed needs. Outline such a program, i.e., when, what (content), duration of training, by whom, participants, etc. (see pp. 15, 16, 17- Lau Remedies).

E. Provide for orientation and involvement of secondary school students in the program.

F. Provide notification for parental involvement (see pp. 19- Lau Remedies).

IV. Evaluation (see pp. 20- Lau Remedies)

A. Provide for ongoing evaluation by components, including pre- and post-testing evaluations and formative assessment of programs for needed modifications.
IDENTIFICATION
SCREEN ALL STUDENTS
E - O

ASSESSMENT
ASSESSMENT CRITERIA
2 OUT OF 3
3RD TO VALIDATE

DEGREE OF LINGUISTIC FUNCTION OR ABILITY

A. MONOLINGUAL OTHER LANGUAGE
    → INTERMEDIATE ALSO
        T.B.E., B.B.P., M.M.P.

B. PREDOMINANT OTHER

C. BILINGUAL

D. PREDOMINANT ENGLISH

E. MONOLINGUAL

DIAGNOSIS
UNDERACHIEVING
AT GRADE LEVEL OR BETTER

PRESCRIPTION
BILINGUAL PROGRAM
T.B.E., B.B.P., M.M.P.

OTHER RESPONSE

HOME LANGUAGE
FIRST LANGUAGE
STUDENT'S LANGUAGE

ALL ENGLISH
NO FURTHER LANGUAGE SERVICES REQUIRED
V. Implementation and Reporting

A. Set up reasonable and reliable goals and timetables. Implementation of a comprehensive education plan approved by Title VI may take place over a reasonable period of time, with immediate implementation of some parts and more gradual implementation of others, taking into account the particular item in question, the resources of the district, and the unique characteristics of the district.

B. Reporting (see pp. 20-Lau Remedies).

/Comprehensive Education Plan/ must be officially supported by the district's school board.
BACKGROUND LEADING TO LAU vs. NICHOLS

Cultural Awareness Center and Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.
Definitions

Segregation -- separatism, ethnic isolation, discrimination, lack of equal educational opportunities, etc.

Desegregation -- opposite of the above. Originally had a very narrow meaning; movement of students (busing) because "separate but equal schools" doctrine was ruled unconstitutional. The bringing together of children who are different.

Integration -- refers more to the quality of the relationship between these children who are different.

Quality Integration -- the ideal situation, a culturally and structurally integrated school(s). A multicultural setting.

BACKGROUND LEADING TO LAU vs. NICHOLS

The following is a brief overview citing some benchmarks in the area of civil rights in general and in the attempts to remove discrimination in the public schools of this country. Again discrimination takes on many interpretations when considering a child's participation in equal opportunity.

The "right to discriminate" principle was pretty much upheld by the courts up until about the middle of this century. In 1896, in fact, the Supreme Court ruled that "separate but equal" facilities for Blacks and Whites were constitutional. The case in question was Plessy vs. Ferguson and it involved the availability of railroad cars.

This doctrine was utilized by school districts, particularly in the South, to maintain separate schools for Whites and non-Whites.

In 1954 the Supreme Court ruled, in Brown vs. Topeka School Board, that segregation was unconstitutional. Thus, it reversed the "separate but equal" principle. "Separate educational facilities are inherently unequal." In 1955 the Court ruled that desegregation was to be carried out (at this point desegregation was still defined as the physical movement of students, and whatever was taking place involved non-Whites, to eliminate ethnically identifiable schools).
Fourteen years later in 1969 the Court had to rule that desegregation must take place "at once." This is when the heavy activity (still physical) started. This is when desegregation centers (Type A) were funded although they were authorized in CRA 1964. Also, the government provided funds through ESAP and now ESAA for desegregating and desegregated school districts. The latter category is now given more meaning and we are graduating into "integration" and "quality integration" as ... roughly defined ... earlier.

The most significant legislation in civil rights was the Civil Rights Act of 1964. It prohibited discrimination on the basis of race, color, religion or national origin. Now, through Title IX of the Education Amendments of 1972 they have added sex to that list, i.e., the discrimination of people because of their sex ... .

The Office for Civil Rights was given the responsibility for identifying and terminating any acts of discrimination in the public schools based on the above categories (Title VI of CRA).

Title IV of the Civil Rights Act, 1964 also authorized desegregation centers, now called General Assistance Centers, to assist school districts with the problems of desegregation as enumerated under Title VI. These are the Type A centers and 27 are authorized for this next year (1976).

The May 25, 1970 memo (Pottinger OCR) insisted that school districts be reminded that language and "national origin" are fused and inseparable. specified the Spanish-surnamed child, but ... implicitly involved all non-English-dominant kids. In other words we might not be discriminating against them because of their national origin, but if there is a language other than English associated with that ethnic group and we deny its use for educational purposes, it is a form of discrimination. The Lau vs. Nichols decision (January 1974) brought this principle to fruition; denial of a student's (K-12) primary or home language is a form of discrimination or of denying equal educational opportunity.
Since the CRA of 1964, Title IV, already provided general assistance centers to deal with desegregation (now language also) issues and problems, we now have 9 centers (Lau Centers) throughout the country to address themselves to the problems of non-English-dominant students and to assist school districts in complying with the regulations as enforced by the Office for Civil Rights. These centers are known also as General Assistance Centers Type B (ours is CACTI) to distinguish them from the A centers who deal with non-language problems and activities. The Lau Centers, because they cross regional lines, are administered from Washington through the Office for Equal Educational Opportunity (OEEO), HEW. The A centers are regionalized, and have less of a service area because there are more (27).
CULTURAL AWARENESS CENTER TRILINGUAL INSTITUTE

College of Education
Multi-Cultural Education Center
The University of New Mexico
Albuquerque, New Mexico 87131

CACTI
General Assistance Center
Type B (Lau Center)

Ray Rodriguez, Director
Joe R. Ulibarri, Associate Director
Margaret Fernandez, Program Specialist
Ida S. Carrillo, Program Specialist
Emma Armendariz, Program Specialist
LaVerne Atkinson, Program Specialist
Lucinda Maestas, Program Specialist
Angelique Acevedo, Program Specialist
Kay Tenorio, Program Specialist
Mary Anne Chavez-Guffain, Program Specialist
Lee Jane Esslinger, Program Specialist
Rita Delgado, Program Specialist

Office Staff:
Cecelia Orona, Office Manager
Rena Martinez, Staff Secretary
Annette Hershey, Staff Secretary
Margie Tapia, Staff Secretary
Ray Romero, Workstudy, UNM Student

Phoenix Satellite
Verma Pastor, Coordinator
4037 South 44th Way
Phoenix, Arizona 85040

Nevada Satellite
Andrew Martinez, Coordinator
1312 E. Tonopah
N. Las Vegas, Nevada 89030

Advisory/Evaluative Committee

Bill Abrams
Language Consultant
Nevada Department of Education
400 W. King
Carson City, Nevada 89701

Noma Russell
Secondary Curriculum
Gallup-McKinley County Schools
Gallup, New Mexico 87301

Louis Rodriguez
Assistant Superintendent
Phoenix District #1
125 E. Lincoln
Phoenix, Arizona 85004

Paul Taylor
Director of Instruction
Las Cruces Public Schools
301 W. Amador
Las Cruces, New Mexico 88001

Sam Vigil
President
Luna Technical-Vocational Institute
Las Vegas, New Mexico 87701

Nancy Mendoza
Bilingual Specialist
Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

Rena Oyenque
Curriculum Services Unit
State Department of Education
State Capitol Building
Santa Fe, New Mexico 87501

Tomas Villarreal, Jr.
Executive Director
National Education Task Force de la Raza
University of New Mexico
Albuquerque, New Mexico 87131
BRIEF SCENARIO OF CIVIL RIGHTS ACTIVITIES

Plessy vs. Ferguson 1896
Brown vs. Topeka 1954
Civil Rights Act 1964

OCR (Pottinger) May 25 Memo, 1970
Lau vs. Nichols 1974

Office of Equal Educational Opportunity (OEEO)
1. SDE
2. LEA's
3. General Assistance Centers

Office for Civil Rights (OCR)
1. Race
2. Color
3. National Origin

OEEO
1. SDE
2. GAC "B" (9)
   Lau Centers

OCR
1. Reviews
2. Identification
   Non-compliance
3. "Lau Remedies"
4. CEP's
ESAA FUNDING OF BILINGUAL PROGRAMMING

Reprinted by permission from Public Telecommunications Review, July/August 1976. Published by the National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.
ESAA FUNDING OF BILINGUAL PROGRAMMING

For four years, the U.S. Office of Education, through the Emergency School Aid Act, has been funding the production of bilingual children's television series. These programs are made available to both commercial and noncommercial broadcasters for a small charge to cover the cost of distribution.

According to Dr. Dave Berkman, ESAA-TV Program Officer, $14,870,880 has been granted for bilingual programming during ESAA-TV's four years. What follows are descriptions of the funded programs.

Already Produced

Carrascolendas
The first 78 shows of a 130 half-hour program series for children 3 through 9. Each of these first 78 shows, which is part in English and part in Spanish, is a complete single storyline musical comedy with an average of six original, fully scored, and frequently choreographed musical numbers. The series takes place in the mythical town of Carrascolendas—a set measuring almost 100 feet square with a dozen buildings surrounding a 50-foot square plaza. Each building interior is fully finished and furnished since all exteriors pull away to allow for complete camera access. Characters include Agapito Gomez y Gomez—the world's only bilingual lion; Mable, the hip, black magician; and an assortment of zanies and straights, both Anglo and Latino. Action usually includes one or more slapstick bits in each program. The series content stresses affective (emotional and attitudinal) concerns. Evidence from its current PBS airing indicates that Carrascolendas appeals equally to both English and Latino youngsters. Produced under two successive funding awards totalling $3,120,809, to KLRN (TV), Austin, Texas.

Villa Alegre
The first 130 of 195 shows in this highly popular series of half-hour programs now airing on PBS. Like Carrascolendas, Villa Alegre is a Spanish-English series intended for both Anglo and Latino children 3 through 9. However, Villa Alegre (like Sesame Street), is a modularized (segmented) series, with each show consisting of perhaps a dozen different elements (many of them musical), shot half live-on-tape and half film. Film includes about half animation—both cel- and computer-generated. Each of the Villa Alegre shows concentrates on one of five content areas: food and nutrition; energy; environment; interpersonal relations; and man-made things. Produced under two awards totalling $5,160,000, plus a $1,000,000 grant from Exxon Foundation, to Bilingual Children's Television, Inc.

Mundo Real
The first 10 shows of a 30 half-hour program bilingual series for children 7 through 12, which is built around the continuing drama format popular with Latino audiences. The series focuses on a fictional, mainland Puerto Rican family and the problems and opportunities faced by their children. Produced under a $250,000 award to Connecticut Public Television.

In Production

La Bonne Aventure
A bilingual series of 20, 15-minute programs, intended mainly for those children 4 through 8 from French-Canadian backgrounds in the upper Northern part of the United States, designed to prepare these children to overcome some of the cultural shock which many experience on entering Anglo-dominant schools. Produced under a $249,402 award to the Maine Public Broadcasting Network.

Carrascolendas
Fifty-two more shows of the 130 program bilingual Spanish/English series described above. These 52 programs will focus primarily on the activities of the children who reside in Carrascolendas, but will do so through a modular format. The emphasis on slapstick comedy, music and dance, will remain. Produced under a $1,674,000 award to KLRN (TV), Austin.

Que Pasa, U.S.A.?
A series of 20 Spanish-English "sitcoms" for youngsters 12 and above, focusing on the generation gap in a typical Cuban-American family. Produced under two joint awards totalling $500,000 to Community Action and Research, and to WPBT-TV, Miami.

La Esquina (The Corner)
A series of 10 dramatic half-hour Spanish-English bilingual programs intended for Mexican-Americans 12 and above. Action will take place in a soda shop frequented by the Chicano and Anglo adolescents around whose problems the series revolves. Produced under a $249,999 award to Southwest Educational Development Laboratory, Austin, Texas.

Mundo Real
Shows 11 through 30 of the series described above. Produced under two awards totalling $500,000 to Connecticut Public Television.

Villa Alegre
Shows 131 through 195 of the series described above. Produced under a $3,165,870 award together with a $1,000,000 grant from a private source to BC/TV, Inc., Oakland, California.
BILINGUAL PROGRAMS AND GRANTS IN INSTITUTIONS OF HIGHER EDUCATION

Excerpt from Directory of Title VII ESEA Bilingual Education Programs: 1975-76, published by the Dissemination and Assessment Center for Bilingual Education. For information on possible program additions or changes for 1976-77, contact the center at 6504 Tracor Lane, Austin, Texas 78721.
ARIZONA

Building capacity institutional assistance grants:

Northern Arizona University
Flagstaff, Arizona 86001
Attn: Elinor C. Kyte
College of Education
(602) 523-9011

Pima Community College
Tucson, Arizona 85709
Attn: Department of Bilingual Education
(602) 884-6666

University of Arizona
Tucson, Arizona 85721
Attn: Dr. Macario Saldate
College of Education
(602) 884-1461

Graduate fellowship program:

Arizona State University
Tempe, Arizona 85281
Attn: College of Education
(602) 965-3306

CALIFORNIA

Building capacity institutional assistance grants:

California State University
Fullerton, California 92634
Attn: Arturo Franco
Title VII Bilingual/Bicultural Education Program
(714) 870-3994

California State University
Hayward, California 94542
Attn: Dr. Delmo Della-Dora
College of Education
(415) 881-3072

California State University
5151 State University Drive
Los Angeles, California 90032
Attn: Charles F. Leyba
Bilingual Teacher Training Center
(213) 224-3676

Graduate fellowship program:

Arizona State University
Tempe, Arizona 85281
Attn: College of Education
(602) 965-3306

PhD degree program
14 fellowships
Spanish
CALIFORNIA (continued)

Building capacity institutional assistance grants (continued):

College of Notre Dame
Belmont, California 94002
Attn: Department of Bilingual Education
(415) 593-1601

East Los Angeles College
Los Angeles, California 90022
Attn: Armando M. Rodriguez
Department of Bilingual Education
(213) 263-7261

LaVerne College
LaVerne, California 91750
Attn: Department of Bilingual Education
(714) 593-3511

San Diego City College
San Diego, California 92101
Attn: Dr. Jose Saldivar
Department of Bilingual Education
(714) 238-1181

San Diego State University
5544 1/2 Hardy Avenue
San Diego, California 92182
Attn: Dr. M. Reyes Mazon
Institute for Cultural Pluralism
(714) 286-5193

University of San Francisco
San Francisco, California 94117
Attn: College of Education
(415) 666-6526

University of the Pacific
Stockton, California 95204
Attn: Dr. Augustine Garcia
College of Education
(209) 946-2011

Teachers and Aides
Spanish

Teachers and Aides
Spanish

Aides
Spanish

Teachers and Aides
Spanish

Teachers and Aides
Spanish

Teachers and Aides
Spanish
CALIFORNIA (continued)

Training assistance grant:

San Bernardino County Schools
602 S. Tippecanoe Avenue
San Bernardino, California 92415
Attn: Henry F. Dalton
SABER: San Bernardino Area Bilingual Education Resources
(714) 383-1482

Graduate fellowship programs:

California State University
Bakersfield, California 93309
Attn: Dr. James D. Whitley
College of Education
(805) 833-2011

California State University
5151 State University Drive
Los Angeles, California 90032
Attn: Dr. Charles F. Leyba
College of Education
(213) 224-3676

California State University
6000 J Street
Sacramento, California 95819
Attn: Dr. Roberto Segura
School of Education
Bilingual Cross-Disciplinary Graduate Fellowship Program
(916) 454-6840 or 451-4409

San Diego State University
5544 1/2 Hardy Avenue
San Diego, California 92182
Attn: Dr. M. Reyes Mazon
Institute for Cultural Pluralism
(714) 286-5193

University of the Pacific
Stockton, California 95204
Attn: Dr. Augustine Garcia
College of Education
(209) 946-2011

Paraprofessional training at La Verne College, Chaffey College, and San Bernardino Valley Community College Spanish

MA degree program
3 fellowships
Spanish

MA degree program
21 fellowships
Spanish

MA degree program
50 fellowships
Spanish and Cantonese

MA degree program
40 fellowships
Spanish

EdD degree program
20 fellowships
Spanish
FLORIDA

Training assistance grant:

Dade County Public Schools
1444 Biscayne Boulevard, Suite 305
Miami, Florida 33132
Attn: Norma C. De la Torre
Career Development for Bilingual/Bicultural Education
(305) 350-3178 or 3179

Graduate fellowship programs:

Biscayne College
16400 NW Thirty-second Avenue
Miami, Florida 33160
Attn: Octavio Pino
Department of Bilingual Education
(305) 625-1561, Ext. 128 or 129

Florida State University
Tallahassee, Florida 32306
Attn: College of Education
(904) 644-5553

ILLINOIS

Building capacity institutional assistance grant:

Chicago Consortium of Colleges and Universities
25 E. Jackson Boulevard
Chicago, Illinois 60604
Attn: Sylvia Rodriguez
(312) 922-3944

Graduate fellowship programs:

Chicago State University
6800 S. Stewart Avenue
Chicago, Illinois 60621
Attn: College of Education
(312) 224-3900

50 Teachers and Aides
Credit received from:
Chicago State, DePaul University,
Governors State University,
Loyola University, Mundelein College,
Northeastern Illinois State College,
and University of Illinois at Chicago Circle
Spanish

MA degree program
15 fellowships
Spanish
ILLINOIS (continued)

Graduate fellowship programs (continued):

University of Illinois
Education Building
Urbana, Illinois 61801
Attn: Department of Bilingual Education
(217) 333-1000

KANSAS

Graduate fellowship programs:

University of Kansas
Lawrence, Kansas 66044
Attn: College of Education
(913) 864-2700

Wichita State University
Wichita, Kansas 67208
Attn: Kenneth Nickel
College of Education
Graduate Fellowship Program in Bilingual Education
(316) 689-3308

LOUISIANA

Building capacity institutional assistance grant:

Southeastern Louisiana University
Hammond, Louisiana 70401
Attn: College of Education
(504) 549-2000

MASSACHUSETTS

Building capacity institutional assistance grant:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Teacher Training Program
(617) 353-3260

PhD degree program
10 fellowships
Spanish

MA degree program
5 fellowships
Spanish

MA degree program
10 fellowships
Spanish

Teachers
Italian

70 Teachers (BS and EdM programs)
Spanish, Portuguese, and Greek
MASSACHUSETTS (continued)

Graduate fellowship programs:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Fellowship Program
(617) 353-3260

University of Massachusetts
Amherst, Massachusetts 01002
Attn: Dr. Silvia Viera
College of Education
(413) 545-0111

MICHIGAN

Training assistance grant:

School District of the City of Pontiac
350 Wide Track Drive
Pontiac, Michigan 48058
Attn: Porfirio Salas
Bilingual/Bicultural Teacher In-service Program
(313) 857-8443

Building capacity institutional assistance grant:

Eastern Michigan University
Ypsilanti, Michigan 48197
Attn: College of Education
(313) 487-1849

Graduate fellowship program:

Michigan State University
East Lansing, Michigan 48823
Attn: College of Education
(517) 355-1855
MISSISSIPPI

Building capacity institutional assistance grant:

Mississippi State University
State College, Mississippi
Attn: College of Education
(601) 325-2131

NEW JERSEY

Building capacity institutional assistance grants:

Georgian Court College
521 Princeton Avenue
Lakewood, New Jersey 08701
Attn: Rose Ortiz de Lopez
Department of Bilingual Education
(201) 363-5848

Kean College
Union, New Jersey 07083
Attn: Department of Bilingual Education
(201) 527-2000

Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903
Attn: Dr. E. C. Condon
Intercultural Relations and Ethnic Studies Institute
(201) 932-7588 or 247-3485

Graduate fellowship program:

Seton Hall University (in collaboration with New York University, NYC)
South Orange, New Jersey 07079
Attn: Dr. John Tsu, Director
Dr. John Young, Co-Director
Chinese/Japanese English Bilingual Institute
(201) 762-9000, Ext. 505
NEW MEXICO

Training assistance grant:

University of Albuquerque
Albuquerque, New Mexico 87120
Attn: Miguel Encinias
   Central New Mexico Bilingual Program Consortium
(505) 831-1111

Building capacity institutional assistance grants:

New Mexico Highlands University
Las Vegas, New Mexico 87701
Attn: Elias R. Bernal
   Title VII Bilingual Education Program
(505) 425-7511, Ext. 281, 282, 283

University of Albuquerque
Albuquerque, New Mexico 87120
Attn: Miguel Encinias
   College of Education
(505) 831-1111

Graduate fellowship programs:

New Mexico Highlands University
Las Vegas, New Mexico 87701
Attn: Elias R. Bernal
   College of Education
(505) 425-7511, Ext. 281, 282, 283

New Mexico State University
Las Cruces, New Mexico 88001
Attn: Dr. Atilano A. Valencia
   College of Education, Box 3AC
(505) 646-1407

University of New Mexico
Albuquerque, New Mexico 87106
Attn: Willie Sanchez
   College of Education
(505) 277-2231

15 Teacher Trainees
Keres

15 Teachers
Spanish and Indian languages (various)

MA degree program
15 fellowships
Spanish

PhD degree program
10 fellowships
Spanish

MA degree program
5 fellowships
Native American languages
Phd degree program
25 fellowships
Spanish
NEW YORK

Building capacity institutional assistance grants:

Fordham University at Lincoln Center
113 W. Sixtieth Street
New York, New York 10023
Attn: Dr. Richard E. Baecher
Division of Curriculum and Teaching
School of Education
(212) 956-6628

50 Paraprofessionals
(undergraduate)

150 Teachers from 5 local school districts (MS degree program)
Spanish and Italian

Hofstra University (in cooperation with BOCES)
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
Attn: Dr. Isabel Cid Sirgado
School of Education
(516) 560-3868

65 Teachers - undergraduate and graduate
Spanish

Long Island University
Zeckendorf Campus-Brooklyn Center
Brooklyn, New York 11201
Attn: Dr. Gladys Wolff
Department of Languages and Literature
(212) 834-6192

Undergraduate: Teachers
Chinese, French, Italian and Spanish

State University of New York at Albany
(in cooperation with Beacon School District)
1400 Washington Avenue
Albany, New York 12222
Attn: Dr. Carmen A. Perez or Gilbert Sanchez
Bilingual/Bicultural Teacher Preparation Program
(518) 457-7539

Teachers - graduate program
Spanish

Graduate fellowship programs:

Fordham University at Lincoln Center
113 W. Sixtieth Street
New York, New York 10023
Attn: Dr. Richard E. Baecher
Division of Curriculum and Teaching
School of Education
(212) 956-6628

MS degree program, Professional Diploma program, and doctoral studies
15 fellowships
Spanish and Italian
NEW YORK (continued)

Graduate fellowship programs (continued):

Hofstra University
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
Attn: Dr. Isabel Cid Sirgado
School of Education
(516) 560-3868

New York University (in cooperation with Seton Hall University, New Jersey)
Room 735, East Building
Washington Square
New York, New York 10003
Attn: Dr. Pedro Algarin
Division of Foreign Languages
and Bilingual Education
School of Education
(212) 598-2776

State University of New York at Albany
1400 Washington Avenue
Albany, New York 12222
Attn: Dr. Carmen A. Perez
School of Education
(518) 457-7539

MA degree program
20 fellowships
Spanish

PhD degree program
30 fellowships
Spanish and French

PhD degree program
15 fellowships
Spanish

PENNSYLVANIA

Graduate fellowship program:

The Pennsylvania State University
Computer-Assisted Instruction
Laboratory
201 Chambers Building
University Park, Pennsylvania 16802
Attn: Dr. Lester S. Golub
Bilingual/Bicultural Teacher
Training Program
(814) 865-0471

PhD degree program
10 fellowships
Spanish
RHODE ISLAND

Building capacity institutional assistance grants:

Brown University
Box E
Providence, Rhode Island 02912
Attn: Nelson H. Vieira
(401) 863-1000

Rhode Island College
Providence, Rhode Island 02908
Attn: Department of Bilingual Education
(401) 831-6600

TEXAS

Building capacity institutional assistance grants:

Pan American University
1201 West University Drive
Edinburg, Texas 78539
Attn: Dr. George A. Gonzalez
Bilingual/Bicultural Education Program
(512) 381-2671 or 2672

St. Edward's University
Center for Teaching and Learning
Austin, Texas 78704
Attn: Sister Marie Andre Walsh
(512) 444-2621

Southwest Texas State University
San Marcos, Texas 78666
Attn: Carlos Rodriguez
Education Department
(512) 245-2369

Texas A&I University in Kingsville
Campus Box 143
Kingsville, Texas 78363
Attn: Maria Barrera
(512) 595-3106

Undergraduate and graduate programs
Portuguese

Undergraduate and graduate programs
Portuguese and Spanish

65 students - undergraduate and graduate
Spanish

Teachers and Aides
Spanish

Undergraduate program
Spanish

Bilingual Assistant training program - undergraduate and graduate
Spanish
TEXAS (continued)

Building capacity institutional assistance grants (continued):

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
(512) 471-3919

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
BETO: Bilingual Education Training Opportunities
(915) 747-5597

Graduate fellowship programs:

Pan American University
1201 West University Drive
Edinburg, Texas 78539
Attn: Dr. George A. Gonzalez
Education Department
(512) 381-2671 or 2672

Texas A&I University in Kingsville
College of Education
Kingsville, Texas 78363
Attn: Dr. Mario Benitez
Fellowship Program in Bilingual Education
(512) 595-3106

University of Houston
College of Education, CNI-SH 442
Curriculum and Instruction
Houston, Texas 77004
Attn: Dr. Max Castillo
Doctoral Bilingual Fellowship Program
(713) 749-3611

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
Bilingual Education Fellowship Program
(512) 471-3919

Undergraduate and graduate Spanish

110 students of elementary and secondary education Spanish

MA degree program Spanish

15 fellowships Spanish

PhD degree program Spanish

30 fellowships Spanish

PhD degree program Spanish

15 fellowships Spanish

MA degree program Spanish

10 fellowships PhD degree program Spanish

10 fellowships Spanish
TEXAS (continued)

Graduate fellowship programs (continued):

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
Bilingual Education Fellowship Program
(915) 747-5597

WASHINGTON

Graduate fellowship program:

University of Washington
Seattle, Washington 98105
Attn: College of Education
Bilingual Education Fellowship Program
(206) 543-2100

WISCONSIN

Building capacity institutional assistance grant:

The University of Wisconsin - Milwaukee
School of Education
Curriculum and Instruction
Milwaukee, Wisconsin 53201
Attn: Dr. Diana E. Bartley
Bilingual/Bicultural Education
(414) 963-5385

MA degree program
5 fellowships
Spanish

MA degree program
8 fellowships
PhD degree program
4 fellowships
Spanish

Teachers - undergraduate and graduate
Spanish
GENERAL ASSISTANCE CENTERS

Type A General Assistance Centers provide help to local education agencies with desegregation issues and problems.

Type B (Lau) General Assistance Centers address themselves to the problems of non-English dominant students and assist school districts in complying with bilingual education regulations as enforced by the Office for Civil Rights.
ALABAMA
Dr. Paul Fanning, Director
The University of Alabama
P.O. Box 6509
University, Alabama 35486
(205) 384-5152

FLORIDA
Dr. Gordon Foster, Director
University of Miami
School of Education
P.O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

ALASKA
Mr. Robert Arnold, Director
Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501
(907) 274-5638

GEORGIA
Dr. Morill M. Hall, Director
University of Georgia
Center for Educational Improvement
G-12 Aderhold Hall
Athens, Georgia 30602
(404) 542-1821

ARKANSAS
Dr. A. B. Wetherington
Ouachita Baptist University
Arkansas Technical Assistance Center
Arkadelphia, Arkansas 71923
(501) 246-4531, Ext. 294

HAWAII
Dr. Melvin Ezer
University of Hawaii
College of Education
Department of Educational Foundations
2444 Dole Street
Honolulu, Hawaii 96822
(808) 948-7859/8658

CALIFORNIA
Dr. Leonard Beckum
Far West Laboratory for Educational Research & Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3079

ILLINOIS
Mr. David G. Henry, Project Director
National College of Education
Center for Multi-Cultural Education
2840 Sheridan Road
Evanston, Illinois 60201

CONNECTICUT
Mr. James Barnes
University of Hartford
New England Equal Education Center
69 Lafayette Street
Hartford, Connecticut 06103
(203) 522-7166

INDIANA
Mr. Sam Mercantini, Director
Indiana University Foundation
IUPUI
902 N. Meridian Street
Indianapolis, Indiana 46204
(317) 264-4628
LOUISIANA
Dr. Eldridge Gendron
Educational Resource Center
Alcee Fortier Hall, Room 312
Tulane University
New Orleans, Louisiana 70118
(504) 866-5427

NEW MEXICO
Dr. Ernest Gurule
Regents of The University of New Mexico
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5706

MICHIGAN
Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
University of Michigan
1046 School of Education
Ann Arbor, Michigan 48105
(313) 764-1171

NEW YORK
Mr. Warren Halliburton
Teachers College, Columbia University
Institute for Urban Minority Education
525 West 120th Street
New York, New York 10027
(212) 678-3350

MINNESOTA
Dr. George D. King, Project Director
Minnesota Contractors Resource Center
2829 University Avenue, S.E., Room 602
Minneapolis, Minnesota 55414
(612) 376-4848 or 376-3909

NORTH CAROLINA
Dr. Clinton R. Downing, Director
East Carolina University
General Assistance Center
P.O. Box 2706
Greenville, North Carolina 27834
(919) 758-6704

MISSISSIPPI
Dr. Norvel Burkett, Director
Mississippi State University
Division of Continuing Education
Drawer NX
Mississippi State, Mississippi 39762
(601) 325-4030

OHIO
Dr. James E. Ervin, Project Director
KEDS - General Assistance Center
Kent State University
301 Wright Hall
Kent, Ohio 44242
(216) 672-2828 or 672-2121

MISSOURI
Dr. Charles Rankin
General Assistance Center
University of Missouri
408 Hitt Street
Columbia, Missouri 65201
(314) 882-6294

OKLAHOMA
Dr. Joe Garrison, Director
Consultative Center for EEO
University of Oklahoma
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 525-1841
OREGON
Dr. Ralph T. Nelsen
School of Education
Portland State University
P.O. Box 715
Portland, Oregon 97207
(503) 289-4624

PENNSYLVANIA
Dr. Ogle Duff, Director
General Assistance Center on School Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15260
(412) 624-5065

SOUTH CAROLINA
Dr. Richard Kemper, Director
University of South Carolina
College of Education
Columbia, South Carolina 29208
(803) 777-6513

TENNESSEE
Dr. Frederick P. Venditti, Director
224 Henson Hall
Educational Planning Center
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-6638

UTAH
Mr. Richard Thomas
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
(801) 399-5941, Ext. 576

VIRGINIA
Dr. Howard W. Allen, Director
Consultative Resource Center
University of Virginia
School of Education
Ruffner Hall, Emmet Street
Charlottesville, Virginia 22903
(804) 924-3707 or 3725
CIVIL RIGHTS ACTIVITIES
FY 76-77
GENERAL ASSISTANCE CENTERS TYPE B (LAU)

Dr. Charles C. Harrington, Director
Dr. Clara V. Velazquez, Associate Director
Bilingual-GAC (Box 11)
Teachers College, Columbia University
New York, New York 10027
(212) 678-3155

Dr. Gordon Foster, Director
Mrs. Rosa Feinberg, Associate Director
University of Miami (Lau)
School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

AREA C: Ill., Ind., Iowa, Ks., Mich., Minn., Mo., Neb., Ohio, Wis.
Dr. George Beloz, Director
Dr. A. Rexford Rorex, Assistant Director
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
(312) 995-2363

AREA D: Ark., La., Texas
Dr. Jose Cardenas, Executive Director
Dr. Blandina Cardenas, Director
Intercultural Development Research Association
5835 Callaghan, Suite 111
San Antonio, Texas 78228
(512) 684-8180

Mr. Bernie Martinez, Director
Coalition of Indian Controlled School Boards
811 Lincoln, 6th Floor
Denver, Colorado 80203
(303) 837-8016

AREA F: Ariz., Nev., N. M.
Dr. Ray Rodriguez, Director
University of New Mexico
School of Education - Lau Center
Albuquerque, New Mexico 87131
(505) 277-5706

AREA G: That part of California south of the northern boundaries of San Luis Obispo, Kern, and San Bernardino Counties
Dr. M. Reyes Mazon, Director
Dr. Alberto Ochoa, Associate Director
Institute for Cultural Pluralism
San Diego State University
5402 College Avenue
San Diego, California 92182
(714) 286-5193

AREA H: That part of California not included in Area G
Dr. B. Roberto Cruz, Executive Director
Miss Patricia J. Nakano, Manager
Bay-Area Bilingual Education League (Lau) Center
2168 Shattuck Avenue
Berkeley, California 94704
(415) 549-2860

AREA I: Alas., Ha., Idaho, Ore., Wash., Guam, Trust Territories, American Samoa
Dr. Antonio Fernandez, Director
Center for Bilingual Education
Lindsay Building -- 710 S. W. Second Avenue
Portland, Oregon 97204
(503) 248-6805
A SELECTIVE EDUCATIONAL BIBLIOGRAPHY
OF INFORMATION AND RESOURCES USEFUL IN
BILINGUAL/MULTICULTURAL EDUCATION

Copy provided by the Southwest Bilingual Education
Resource Center, College of Education, The University
of New Mexico, Albuquerque, New Mexico 87131.
ANERSON and BOYER. Bilingual Schooling in the United States. Published by the Southwest Educational Development Laboratory, Austin, Texas, 1970. (2 volumes)

The study is designed to "reveal the promise" of bilingual education and serves as a guideline for those planning bilingual programs; includes a history of bilingual schooling both in the U.S. and in other parts of the world, sample curriculum models and outlines of needs as related to action and research.

BANKS, JAMES A. and WILLIAM W. JOYCE. Teaching Social Studies to Culturally Different Children. Published by Addison-Wesley Publishing Company, Reading, Massachusetts, 1971.

How to teach social studies to Black children.


The learning process of the child from the beginning to maturity and intelligence. A guide to understanding the most influential child psychologist in the world today.


Two hundred ways to help children learn; for preschool and kindergarten.

CASTANEDA, ALFREDO, RICHARD L. JAMES, and WEBSTER ROBBINS. The Educational Needs of Minority Groups. Published by Professional Educators Publications, Inc., Lincoln, Nebraska, 1974. (2 volumes)

Each of the essays has outlined in some detail the paramounting educational needs of minority groups: Blacks, Native Americans and Chicanos or Mexican Americans.

CAZDEN COURTNEY B., VERA P. JOHN, and DELL HYMES. Functions of Language in the Classroom. Published by Teachers College Press, New York, 1972.

THE DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION. New Approaches to Bilingual/Bicultural Education. Austin, Texas, 1974. (6 volumes)

A series of teacher training materials for bilingual/bicultural education.


This text is intended for basic courses in pupil personnel work offered to administrators, school counselors, psychologists, and social workers. It is also designed for a basic text in consultation.

ENGLE, PATRICIA LEE. The Use of Vernacular Languages in Education. Published by the Center for Applied Linguistics, Arlington, Virginia, 1975.

Survey treats the literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him/her to instruction in a second language.
ESPINOSA, GILBERTO and TIBO J. CHAVEZ. El Rio Abajo. Published by Bishop Publishing Company, Portales, New Mexico.

This book primarily deals with the story of Belen, New Mexico, but identifies at every turn of the road with the entire region of the Rio Abajo, from Isleta Pueblo on the north to Sabinal on the south.

FUCHS, ESTELLE and ROBERT J. HAVIGHURST. To Live on This Earth: American Indian Education. Published by Anchor Press/Doubleday, Garden City, New York, 1973. (2 volumes)

Examined here is every facet of the Native American education.


Presents the rationale behind role-play in the elementary school; its focus is practical, explains exactly and clearly how to make this valuable technique an integral part of the curriculum.


The best available presentation of key aspects of Piaget's philosophy, theory and findings that have immediate relevance and critical implications for the educational process.


The Chicano alternative schools described in this volume reflect a vast diversity in structure, focus and goals.


An analysis and annotated bibliography of selected documents in ERIC.

GONZALES, DOLORES. Canciones y Juegos de Nuevo Mexico (Songs and Games of New Mexico). Published by A.S. Barnes and Co., Inc., Cranbury, New Jersey, 1974.

Folklore of the Spanish culture.

GROSS, LYNNE. Animales y Numeros (Animals and Numbers). Published by Gross Enterprises, Manhattan Beach California, 1971.

Partes del Cuerpo (Parts of the Body). Published by Gross Enterprises, Manhattan Beach, California, 1971.

Ropa (Clothing). Published by Gross Enterprises, Manhattan Beach, California, 1971.

Designed to teach Spanish-speaking children English, and Spanish to English-speaking children, with an emphasis on developing basic concepts necessary for everyday living.
HARDGRAVE, ROBERT L. JR., and SANTIAGO HINOJOSA. The Politics of Bilingual Education: A Study of Four Southwest Texas Communities. Published by Sterling Swift Publishing Company, Manchaca, Texas, 1975. (4 volumes)

HAWLEY, ROBERT C. and ISABEL L. HAWLEY. Human Values in the Classroom. Published by Hart Publishing Company, Inc., New York, 1975. This book presents practical ways to create such opportunities as to delineate a sequence of theoretical and practical ideas for creating a classroom climate which promotes personal and social growth.

HENDERSON, ELLEN C. Teaching Reading to Bilingual Children. Published by Exposition Press, New York, 1972. Furnishes a review of pertinent facts to teachers who hope to guide learners of all ages and abilities to reading success. It includes spelling, writing, talking and ideas that will be of interest to parents, but most of all, it aims to close the chasm between silent reading and the oral responses.

HERNDON, JAMES. How To Survive in Your Native Land. Published by Bantam Books, Inc., 1971. The challenge of trying to break through to the core of what teaching is all about; this marvelous book has the pace, the power, the inventiveness and fascination of the richest sort of fiction.

HOE, LELAND W. and MARY MARTHA HOE. Personalizing Education. Published by Hart Publishing Company, Inc., New York, 1975. Values clarification has become an immensely popular teaching concept. This book explains just how and why the valuing process can be made to permeate the total education process.

ISAACS, NATHAN. A Brief Introduction to Piaget. Published by Agathon Press, 1960. This short and distinguished book is a distillation of some of Piaget's ideas so that they can be understood by the layman. The author translates these exciting but difficult theories into clear, readable essays.


KARI, JAMES M. A Navajo Reading Bibliography. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974. (2 volumes)

KOZLOFF, MARTIN ALAN. Educating Children with Learning/Behavior Problems. Published by John Wiley & Sons, Inc., 1974. Written for teachers, parents, speech and language therapists, clinicians, and school administrators working to educate children with a variety of learning and behavior problems--the autistic child, the mentally retarded child, the child with speech or language problems, the oppositional child.

The objectives of this study were twofold: to discover to what extent the Mexican American has been assimilated into Anglo society in San Antonio, Texas, and also to ascertain whether this social process is more or less successful or pronounced in the public school system as compared to the parochial school system.


This book presents the case for educational reform as objectively as possible from within the profession and from within the ethnic group itself.

MANUEL, HERSCHEL T. Spanish-Speaking Children of the Southwest. Published by the University of Texas Press, Austin, Texas, 1965. (2 volumes)

This work is concerned with children's education and their public welfare; their problems and possible solutions.


Focus on exceptional children is to facilitate the dissemination of current information on significant activities and issues in special education.


This book describes the child with warmth and with the exactness of a scientist. It also discusses the array of materials and techniques needed to release his/her learning potential.


The objective of this study was to determine the attitudes and thinking of Mexican Americans who attend universities in contrast to those who do not attend.

NAVA, JULIAN. The Mexican American in American History. Published by the American Book Company, 1973. (2 volumes)

This work can open new doors to a new understanding of a group virtually invisible in United States history; this collection of readings will enrich studies in government, sociology, and literature as well as history.

NOGALES, LUIS G. The Mexican American. Published by Stanford University, 1969.

A selected and annotated bibliography.
OGLETREE, EARL J. and DAVID GARCIA. Education of the Spanish-Speaking Urban Child. Published by Charles C. Thomas, Springfield, Illinois, 1975. This volume explores the social, cultural, linguistic, educational, and psychological barriers that Chicanos confront to enter into the mainstream of middle-class America.


ORTIZ, ALFONSO. The Tewa World. Published by the University of Chicago Press, Chicago and London, 1969. A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on the ideas, rules and principles of Tewa culture as reflected by mythology, world view and ritual.


PIALORSI, FRANK. Teaching the Bilingual. Published by the University of Arizona Press, Tucson, Arizona, 1974. This book represents an extremely varied mixture of subject matter and approaches, including opinions and convictions with respect to the problems of bilingual and bicultural students.

PINO, FRANK. Mexican Americans. Published by the University of Texas, San Antonio, Texas, 1974. (2 volumes) A researched bibliography for the study of Mexican Americans.

POBLANO, RALPH (RAFA). Ghosts in the Barrio. Published by Leswing Press, Inc., San Rafael, California, 1973. This volume concerns itself with the inner thoughts of Chicano educators who themselves have somehow survived a kindergarten-through-university schooling system and now see others painfully going through the same rejection process.

QUINTANA, HELENA. A Current Bibliography on Chicanos. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974. The purpose of this bibliography is to bring forth an up-to-date list of books on Chicanos which can be used by teachers who are in need of supplemental materials.
This volume describes and defines the work of Mexican American artists, a group that has been among the victims of the selection process.

The objective of this sequence is to put the reader in position to prepare a defensible research proposal by outlining the requirements and conditions of each of the basic components.


Social science concepts and methodology, with bibliographies, history, education, and the modern state as these subjects relate to the existence of the Chicano population.

RUBEL, ARTHUR J. Across the Tracks: Mexican-Americans in a Texas City. Published by the University of Texas Press, Austin and London, 1966.
This study captures the pathos of a downtrodden minority, relates it to the actual social and economic conditions of the borderlands, and yields some valid examples of political dysfunction and alienation.


SANDO, JOE S. The Pueblo Indians. Published by the Indian Historian Press, San Francisco, California, 1976. (4 volumes)
This book is an effort to fill a certain vacuum in Pueblo history. The traditional Pueblo history should be seen as the Pueblo Indians themselves know it.


SEELYE, NED H. Teaching Culture. Published by the National Textbook Company, Skokie, Illinois, 1974.
Contains activities that encourage interaction with ethnic groups and develop good human relationships.

Presents numerous practical strategies which plunge student and teacher directly into the evaluation process.
GUIDE TO TEACHER EDUCATION PROGRAMS FOR
BILINGUAL/BICULTURAL EDUCATION
IN U.S. COLLEGES AND UNIVERSITIES

Reproduced from the booklet published January 1975 by the
Dissemination Center for Bilingual/Bicultural Education, 6504
Tracor Lane, Austin, Texas 78721.
Schools

ALASKA

University of Alaska
Fairbanks, Alaska 99701

Information available from:
Judy Fox
Writer/Media Specialist
University of Alaska
Fairbanks, Alaska 99701

ARIZONA

University of Arizona
Tucson, Arizona 85721

Information available from:
Hector Mestas
The University of Arizona
Tucson, Arizona 85721

Northern Arizona University
Flagstaff, Arizona 86001

Information available from:
Elinor Clemons Kyte
Advisor, ESL programs
Flagstaff, Arizona 86001

CALIFORNIA

California State College
Dominguez Hills
1000 East Victoria Street
Dominguez Hills, California 90747

University of California
Office of the Dean
College of Letters and Science
Los Angeles, California

Information available from:
Sarah H. Hogan
Assistant to the Dean
Address same as above

Courses Offered

A program in Alaskan Native Languages
A BA degree in 8 Alaskan Languages

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

An MA with emphasis in English as a Second Language

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
A professional certification program, other than the above, qualifying educators for bilingual classroom instruction

An MA degree in English as a Second Language
Courses Offered

A Specialist Credential in Bilingual Education
Chicano Studies program, and ESL interdisciplin ary minor

A program leading to an MA or MS degree in Bilingual Education
A professional certification program, qualifying educators for bilingual classroom instruction
A Bilingual Cross-Cultural Advanced Credential program is offered

A professional certification program, qualifying educators for bilingual classroom instruction
A Specialist Credential in Bilingual Education

A program leading to a BA or BS degree in Education, with the concentration in Bilingual Education

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
A program leading to a doctoral degree in Education, with the concentration in Bilingual Education by arrangement of the University

Schools

California State University
Northridge
Northridge, California 91324

Information available from:
Norma J. N. Camp
Academic Planner
Address same as above

San Diego State University
San Diego, California 92115

Information available from:
Tomas A. Arciniega
Dean, School of Education
Address same as above

California State College
Sonoma, California 95476

COLORADO

Adams State College
Alamosa, Colorado 81101

Information available from:
Otto G. Ruff, Supervisor
Teacher Education & Certification
Colorado Department of Education
State Office Building
201 E. Colfax
Denver, Colorado 80203

University of Northern Colorado
Greeley, Colorado 80639

Information available from:
Otto G. Ruff, Supervisor
Teacher Education & Certification
Colorado Department of Education
State Office Building
201 E. Colfax
Denver, Colorado 80203
## Courses Offered

<table>
<thead>
<tr>
<th>School</th>
<th>Programs</th>
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<tbody>
<tr>
<td><strong>Southern Colorado State College</strong></td>
<td>A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education</td>
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<tr>
<td>Pueblo, Colorado 81004</td>
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<td>Information available from:</td>
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<td>Otto G. Ruff, Supervisor</td>
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<tr>
<td>Teacher Education &amp; Certification</td>
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<td>Colorado Department of Education</td>
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<td>State Office Building</td>
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<td>201 E. Colfax</td>
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<tr>
<td>Denver, Colorado 80203</td>
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<tr>
<td><strong>Mesa Community College</strong></td>
<td>A training program for bilingual paraprofessionals Bilingual Teacher Aide curriculum</td>
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<tr>
<td>Grand Junction, Colorado 81501</td>
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<tr>
<td><strong>CONNECTICUT</strong></td>
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<tr>
<td>University of Hartford</td>
<td>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education</td>
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<tr>
<td>200 Bloomfield Avenue</td>
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<tr>
<td>West Hartford, Connecticut 06117</td>
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<tr>
<td>Central Connecticut State College</td>
<td>A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education</td>
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<tr>
<td>1615 North Stanley St.</td>
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<tr>
<td>New Britian, Connecticut 06050</td>
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<tr>
<td>University of Connecticut</td>
<td>A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education</td>
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<tr>
<td>Storrs, Connecticut 06268</td>
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<tr>
<td>Information available from:</td>
<td>A professional certification program, qualifying educators for bilingual classroom instruction</td>
</tr>
<tr>
<td>Dr. John Leach</td>
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<tr>
<td>The University of Connecticut</td>
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<tr>
<td>Storrs, Connecticut 06268</td>
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<tr>
<td><strong>DISTRICT OF COLUMBIA</strong></td>
<td>A program leading to a BA or BS degree in Bilingual Education</td>
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<tr>
<td>Trinity College</td>
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<tr>
<td>Washington, D.C. 20017</td>
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<tr>
<td>Information available from:</td>
<td>A program leading to an MA or MS degree in Bilingual Education</td>
</tr>
<tr>
<td>Nancy S. Grayson</td>
<td></td>
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<tr>
<td>Address same as above</td>
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</tbody>
</table>
Courses Offered

An ESL program is offered

Courses in Bilingual Education are offered

Courses in Bilingual Education are offered

A Special Educational Summer fellowship program held in conjunction with the University of Veracruz, Mexico, for certified teachers

A program leading to an MA or MS degree in Bilingual Education
Courses Offered

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

A program leading to a BA or BS degree in Bilingual Education

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

A program leading to a doctoral degree in Education, with a concentration in Bilingual Education

An MA degree in Education, and an MA degree in Social Science

An MA degree in Linguistics, Specialization in Teaching English as a Second Language

An MA degree in English, Specialization in TEFL. Courses are taught bilingually, with a course in English for foreign students.

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
Schools

LOUISIANA
University of Southwestern Louisiana
College of Liberal Arts
Lafayette, Louisiana 70501
Information available from:
Gerard L. St. Martin, Coordinator
Second Language Specialist Program
Address same as above

MAINE
University of Maine
Pleasant Street
Fort Kent, Maine 04743
Information available from:
Hubert J. Theboclean
Address same as above

University of Maine
Orono, Maine 04473
Information available from:
Edward F. Booth
Address same as above

MARYLAND
University of Maryland
College of Education
Department of Secondary Education
College Park, Maryland 20740
Information available from:
Ann A. Beusch
Specialist in Foreign Languages & ESOL
Address same as above

MASSACHUSETTS
University of Massachusetts
Amherst, Massachusetts 01002
Information available from:
Silvia Vera
Address same as above

Courses Offered

A professional certification program, qualifying educators for bilingual classroom instruction. Certification for "Second Language Specialist."

Bilingual education courses, and an MA degree in French

Bilingual education courses in French

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education
A program leading to a doctoral degree in Education, with a concentration in Bilingual Education
A credit field experience course
An MEd in Teaching English to Speakers of Other Languages

A BA or BS in Bilingual Education and/or Education
An MA or MS in Bilingual Education and/or Education
A doctoral degree in Bilingual Education and/or Education
Courses Offered

A BA or BS in Bilingual Education and/or Education

An MA or MS in Bilingual Education and/or Education

Training Program for Bilingual Paraprofessionals
An MA or MS degree in Bilingual Education and/or Education

A BA or BS in Bilingual Education and/or Education

An MA or MS in Bilingual Education and/or Education

A certification program and courses offered in Bilingual Education. Write the University for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the University for information.
**Schools**

**Lowell University**
Lowell, Massachusetts 01854

**Southeastern Massachusetts University**
North Dartmouth, Massachusetts 02747

Information available from:
Mrs. Mary Vermette
Director, Bilingual Education
Address same as above

**North Adams State College**
North Adams, Massachusetts 01247

**Anna Maria College**
Paxton, Massachusetts 01611

**Atlantic Union College**
South Lancaster, Massachusetts 01521

**Springfield Technical College**
Springfield, Massachusetts 01104

**Westfield State College**
Westfield, Massachusetts 01085

**Regis College**
Weston, Massachusetts 02493

**Worcester State College**
Worcester, Massachusetts 01603

**Michigan**

**University of Michigan**
Ann Arbor, Michigan 48104

**Mercy College of Detroit**
8200 West Outer Drive
Detroit, Michigan 48219

**Courses Offered**

A certification program and courses offered in Bilingual Education. Write the University for information.

A BA or BS in Bilingual Education and/or Education. An MA or MS in Bilingual Education and/or Education.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A certification program and courses offered in Bilingual Education. Write the College for information.

A program in Teaching English as a Second Language

A training program for Bilingual Professionals

A program leading to a BA or BS in Education, with a concentration in Bilingual Education

A professional certification program qualifying educators for bilingual classroom instruction
Schools

Central Michigan University
Mt. Pleasant, Michigan 48859

NEVADA

University of Nevada
Reno, Nevada 89507

NEW JERSEY

College of Saint Elizabeth
Convent Station, New Jersey 07961

Fairleigh-Dickinson University
Teeank, New Jersey 07666

Information available from:
Dr. Lillian Gaffney
Address same as above
Filomena Del Olmo
Fairleigh-Dickinson University
Madison, New Jersey 07940

Rutgers, The State University
New Brunswick, New Jersey 08903

Information available from:
Cook College
Douglass College
Livingston College
Graduate School
Graduate School of Education
Newark Law School

Kean College
Trenton, New Jersey

Information available from:
Gladys Braga
Georgianna Lynn
Address same as above

Montclair State College
Upper Montclair, New Jersey 07043

Information available from:
Janet Susi
Dr. Ercell Watson, Dean
Address same as above

Courses Offered

A program in Spanish for Bilingual Students

The Teaching of Mexican American Literature and Culture

A program in Teaching English as a Second Language

An MA degree in TESL

A Graduate School of Education, and a Graduate School in Bilingual Education

A BA in Education--Elementary or Secondary, with minor in Bilingual/Bicultural Education

An MA degree in Education, with specialization in Bilingual/Bicultural Education

A program leading to an MA or MS degree in Bilingual Education
Schools

NEW MEXICO

University of New Mexico
Albuquerque, New Mexico 87106

Information available from:
Dr. Henry J. Casso
Associate Professor
Address same as above

New Mexico State University
Las Cruces, New Mexico 88003

New Mexico Highlands University
Las Vegas, New Mexico 87701

NEW YORK

State University of New York at Albany
Albany, New York 12222

The City College, The City University 
of New York
Department of Elementary Education
School of Education
New York, New York 10031

State University of New York
College at Brockport
English Department
Brockport, New York 14420

Kingsborough Community College,
The City University of New York
Oriental Boulevard, Manhattan Beach
Brooklyn, New York 11235

State University of New York
College at Cortland
Program in English Sociolinguistics
Cortland, New York 13045

Courses Offered

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

An MA degree in Secondary Education, with a bilingual emphasis

A professional certification program qualifying educators for bilingual classroom instruction

A program leading to an MA or MS in Education, with a concentration in Bilingual Education

A program leading to an MA or MS in Education, with a concentration in Bilingual Education

A program in TESL

A Bilingual academic program

A training program for Bilingual Paraprofessionals

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Schools

Mercy College, Long Island University
Westchester County
Dobbs Ferry, New York 10522

York College, The City University
of New York
Department of Teacher Preparation
150-14 Jamaica Avenue
Jamaica, New York 11432

New York University
Division of Foreign Languages and
International Education
School of Education
East Building, Room 735
Washington Square
New York, New York 10003

Teachers College, Columbia University
Language and Education Department
Room 319, Main Hall
New York, New York 10027

The City College, The City University
of New York
Department of Elementary Education
School of Education
New York, New York 10031

Long Island University
Brooklyn Center
Zeckendorf Campus
Department of Languages and
Literature
Brooklyn, New York 11201

Fordham University
Bilingual and Bicultural Education
Fordham Road
New York, New York 10458

Hunter College, The City University
of New York
Bilingual Education Program
Department of Curriculum
695 Park Avenue
New York, New York 10021

State University of New York College
at Purchase
Department of English
P.O. Box 337
Purchase, New York 10577

Courses Offered

A Practicum in Bilingual Education

A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education

A program leading to an MA or MS degree in Bilingual Education

A program leading to a doctoral degree in Education, with a concentration in Bilingual Education

Courses taught in TESOL and ESOL

English as a Second Language

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

A program leading to an MA or MS degree in Education, with a concentration in TESL

A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education

A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education

A program in Teaching English as a Second Language
<table>
<thead>
<tr>
<th>Schools</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rockland Community College</strong></td>
<td>An English as a Second Language program</td>
</tr>
<tr>
<td>Foreign Language Department</td>
<td></td>
</tr>
<tr>
<td>145 College Road</td>
<td></td>
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<tr>
<td>Suffern, New York 10901</td>
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<tr>
<td><strong>Staten Island Community College</strong></td>
<td>An English as a Second Language program</td>
</tr>
<tr>
<td>English Department</td>
<td></td>
</tr>
<tr>
<td>715 Ocean Terrace</td>
<td></td>
</tr>
<tr>
<td>Staten Island, New York 10301</td>
<td></td>
</tr>
<tr>
<td><strong>Ohio</strong></td>
<td></td>
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<tr>
<td><strong>Bowling Green State University</strong></td>
<td>Courses in English as a Foreign Language, taught bilingually</td>
</tr>
<tr>
<td>Bowling Green, Ohio 43403</td>
<td></td>
</tr>
<tr>
<td><strong>Ohio State University</strong></td>
<td>Courses in English as a Foreign Language, taught bilingually</td>
</tr>
<tr>
<td>Columbus, Ohio 43210</td>
<td></td>
</tr>
<tr>
<td><strong>Oregon</strong></td>
<td></td>
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<tr>
<td><strong>Oregon State Department of Education</strong></td>
<td>A program leading to a BA or BS degree in Education, with a</td>
</tr>
<tr>
<td>942 Lancaster Drive, N.E.</td>
<td>concentration in Bilingual Education</td>
</tr>
<tr>
<td>Salem, Oregon 97310</td>
<td>A program with a master's degree in Education</td>
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<tr>
<td>Information available from:</td>
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<tr>
<td>Gilbert Anzaldua</td>
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<tr>
<td>Compensatory Education</td>
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<tr>
<td><strong>Pennsylvania</strong></td>
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<tr>
<td><strong>West Chester State College</strong></td>
<td>A program leading to a BA or BS degree in Bilingual Education</td>
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<tr>
<td>West Chester, Pennsylvania</td>
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<tr>
<td><strong>Cheyney State College</strong></td>
<td>A professional certification program qualifying educators for</td>
</tr>
<tr>
<td>Cheyney, Pennsylvania 19319</td>
<td>bilingual classroom instruction</td>
</tr>
<tr>
<td><strong>Temple University</strong></td>
<td>An MA degree in TESOL</td>
</tr>
<tr>
<td>Philadelphia, Pennsylvania 19122</td>
<td></td>
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<tr>
<td>Information available from:</td>
<td></td>
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<tr>
<td>Guy Lemaitre</td>
<td></td>
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<tr>
<td>Office of International Services</td>
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<tr>
<td>Intensive English Language Program</td>
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<tr>
<td>201 Mitten Hall</td>
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<tr>
<td>Philadelphia, Pennsylvania 19122</td>
<td></td>
</tr>
<tr>
<td><strong>Kutztown State College</strong></td>
<td>Courses in ESL methods</td>
</tr>
<tr>
<td>Kutztown, Pennsylvania 19530</td>
<td></td>
</tr>
</tbody>
</table>
### Schools

**RHODE ISLAND**

- **Rhode Island College**
  Providence, Rhode Island 02908
- **Brown University**
  Providence, Rhode Island 02912
- **Providence College**
  Providence, Rhode Island 02918

**TEXAS**

- **Saint Edward's University**
  Austin, Texas 78704
- **University of Texas**
  Austin, Texas 78712
  
  Information available from:  
  - Office of Bilingual Education  
  - The Foreign Language Education Center  
  - The University of Texas  
  - Sutton Hall 103  
  - Austin, Texas 78712

- **Pan American University**
  Edinburg, Texas 78539
  
  Information available from:  
  - Estel Salinas  
  - Material Development Specialist  
  - Address same as above

- **University of Houston at Clear Lake**
  City  
  2700 Bay Area Boulevard  
  Houston, Texas 77058

### Courses Offered

- A program leading to an MA or MS degree in Bilingual Education
- In-service training of teachers for bilingual programs
- In-service training of teachers for bilingual programs
- A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
- A BS in Elementary Education, with the concentration in Bilingual Education
- An MEd in Curriculum and Instruction, with the concentration in Bilingual Education
- PhD in Curriculum and Instruction, with the concentration in Bilingual Education
- An MA degree in Foreign Language, with a concentration in Bilingual Education
- PhD in Foreign Language, with the concentration in Bilingual Education
- A professional certification program qualifying educators for bilingual classroom instruction
- A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
- An Elementary Certification program for Bilingual/Bicultural Studies
- A professional certification program qualifying educators for bilingual classroom instruction
Schools

Southwestern University
Georgetown, Texas 78626

Dominican College
2401 Holcombe Boulevard
Houston, Texas 77021

University of Texas at San Antonio
San Antonio, Texas 78284

Southwest Texas University
San Marcos, Texas 78666

UTAH

University of Utah
Salt Lake City, Utah 84112

Brigham Young University
Provo, Utah 84601

WISCONSIN

Alverno College
3401 S. 39th Street
Milwaukee, Wisconsin 53215

University of Wisconsin
Milwaukee, Wisconsin 53201

Information available from:
Dr. Diana Bartley
The University of Wisconsin
Milwaukee, Wisconsin 53201

Courses Offered

A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

A professional certification program qualifying educators for bilingual classroom instruction

A program leading to the MA degree in Bicultural/Bilingual Education

A professional certification program qualifying educators for bilingual classroom instruction

A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education

A program leading to a BA or BS degree in Bilingual Education

A training program for Bilingual Paraprofessionals

A program leading to a BA or BS degree in Bilingual Education

A program leading to a doctoral degree in Education, with a concentration in Bilingual Education

A program leading to a doctoral degree in Education, with a concentration in Bilingual Education