

MAINE STATE LEGISLATURE

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Maine Department of Educational and Cultural Services
Office of Federal Projects for Minority Languages
Division of Curriculum
Augusta, Maine



***DATA COLLECTION REPORT
ON LANGUAGE MINORITY CHILDREN***

October 1988

Prepared by

Dr. Barney Berube, SEA Director
E.S.E.A. Title VII

for

U.S. Department of Education
Attn: Mr. Luis Catarineau
Office of Bilingual Education and Minority Languages Affairs
400 Maryland Avenue, SW Room 421
Reporters Building
Washington, D.C. 20202

and for

Concerned Citizens About Minority Education in Maine

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1988

MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Division of Curriculum

Office of Federal Projects for Minority Languages

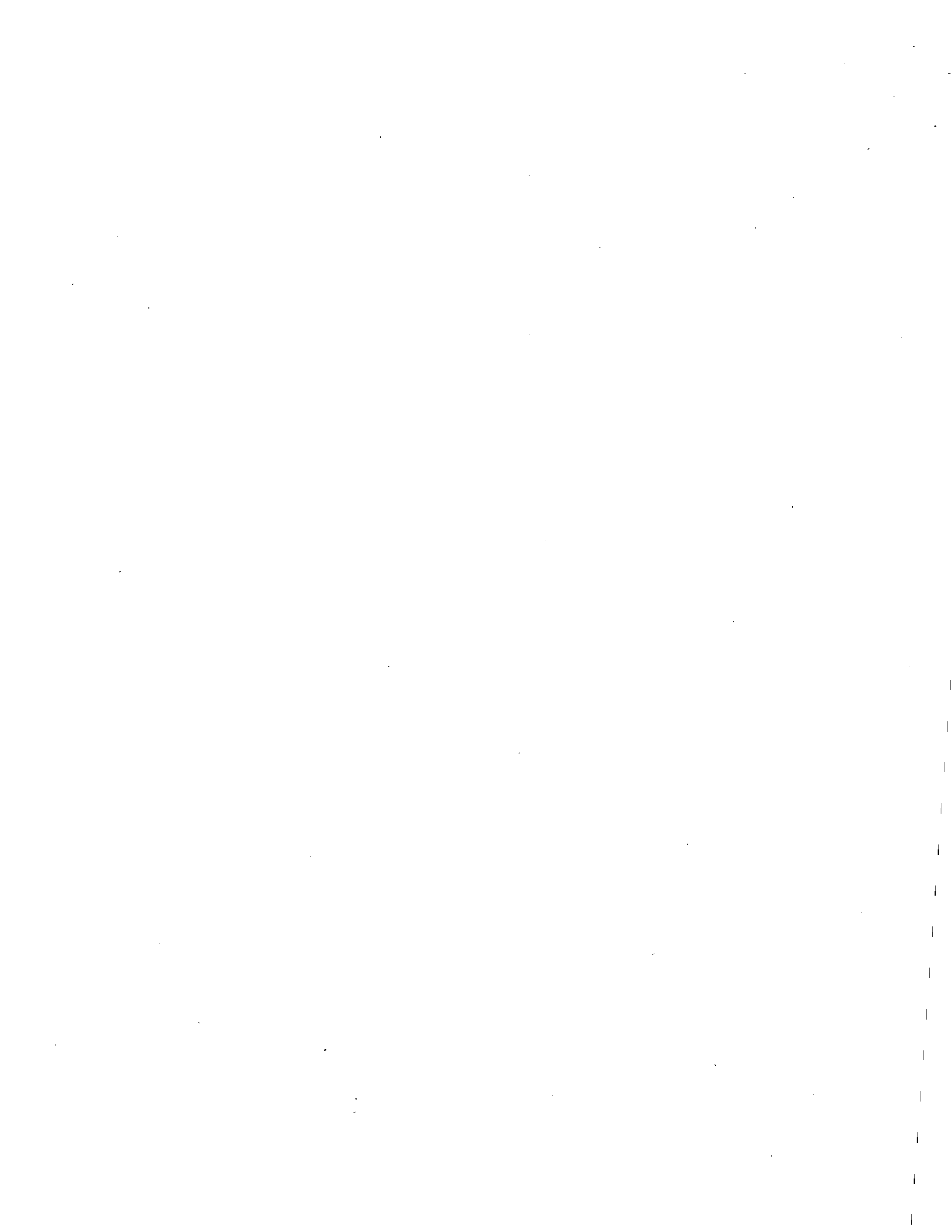
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Prepared by:
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Attention: Mr. Luis Catarineau
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And For:

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ACKNOWLEDGEMENTS

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PREFACE

This report is submitted to the United States Department of Education in partial fulfillment of a contractual agreement with the Maine Department of Educational and Cultural Services. Such a requirement is stipulated in Section 732 (b) of the Bilingual Education Act and Section 34 (\$548.10).

The state education agency for Maine's Title VII projects has indicated that this report would be disseminated as widely as possible to citizens concerned about the education of language minorities in Maine. Among these are: Maine superintendents, Maine School Management Association; Maine Teachers' Association; Maine State Board of Education; the Governor's office; the Education Committee of the Maine State Legislature; minority advocacy organizations; the press; the National Clearinghouse for Bilingual Education; the Maine delegation to Congress; the Office of Bilingual Education and Minority Languages Affairs; Maine Information Exchange; divisions of the Maine Department of Educational and Cultural Services; and the Maine Advisory Committee to the U.S. Commission on Civil Rights.

Presentation of the data contained in this report is outlined at the beginning of each of the four sections. Those sections are:

Part I: Summative Data

- A. Distribution of Monolingual-English and Bilingual Children in Maine, Including Children of Limited English Proficiency
- B. Lau Survey Return Rate
- C. Distribution of Languages Spoken by School-age Children--
 - 1. Pie Chart;
 - 2. Detailed Listing
- D. High Concentration Language Minority Children
- E. Summary of Language Minority Student Enrollments-- Public and Private Schools
- F. Summary of MDECS Technical Assistance Services to Schools Enrolling Limited English Proficient Children

Part II: Maine Educational Assessment (1985-88: Grades 4, 5, 6, 8, 9, 10, 11, 12) on the Academic Condition of Language Minority Children

Subgroup Data Relating to Language Minority Students' Performance in Reading, Writing, Writing Conventions, Mathematics, Science, Social Studies, and the Humanities

Part III: SEA Review and Data Collection Detail for Maine Title VII Project Sites

- A. Maine Indian Education (HBMI, Pleasant Pt., Indian Twp..)
- B. Portland Public Schools (C.L.A.S.S. and P.A.L.S.)

Appendix: Report by Individual LEA of Language Minority Students (Under separate cover/on request)

1987-88 SUMMARY OF DATA COLLECTED, PURSUANT TO THE REGULATIONS
Subchapter 721 (c) (2)

A. Public School Enrollment

There are 201,925 children enrolled in the public schools of Maine. 151,819 returned Lau surveys collected for this report, a student return rate of 75.2 percent.

B. Private School Enrollment

There are 14,272 children enrolled in the approved private schools of Maine; 4,220 returned Lau surveys collected for this report, a student return rate of 30 percent.

C. 1. Total Limited English Proficient (LEP) Children--Public and Private Schools

There are 1,398 children who are known to be LEP in Maine's public and private schools.

2. Methods Used to Determine LEP

Four methods the SEA used to determine LEP are:

- a) Maine Educational Student Profile recorded by all LEA's (See MEA section of this report for details)
- b) ESEA Title VII project data (these projects' data are listed elsewhere in this report)
- c) Title IV SEA Technical Assistance (Crisis help asked of SEA by LEA's enrolling new LEP's is logged)
- d) Transition Program for Refugee Children (for LEA's receiving federal support under this program)

3. Education Condition of LEP

The education condition of LEP children is provided in this report for recipients of funds using ESEA Title VII. These are described on pages 27-40 and do include grade retention rates, referrals to special education, and dropout rates.

Such data for all other LEP children is limited to data collected through the Maine Educational Assessment. See Part II.

D. *Number of LEP Children in Programs That Meet Their Needs

Approximately 880 LEP children are enrolled in programs designed to meet their needs. These children have been so documented through one of these sources:

1. The Transition Program for Refugee Children (169 LEP).
2. A summary of SEA Technical Assistance lists those LEA's who have disclosed LEP students (333 LEP).
3. ESEA Title VII project sites (378 LEP).

A description of those programs has not been requested by the SEA for this report, though they are on file at the SEA.

PART I
SUMMATIVE DATA

PART I

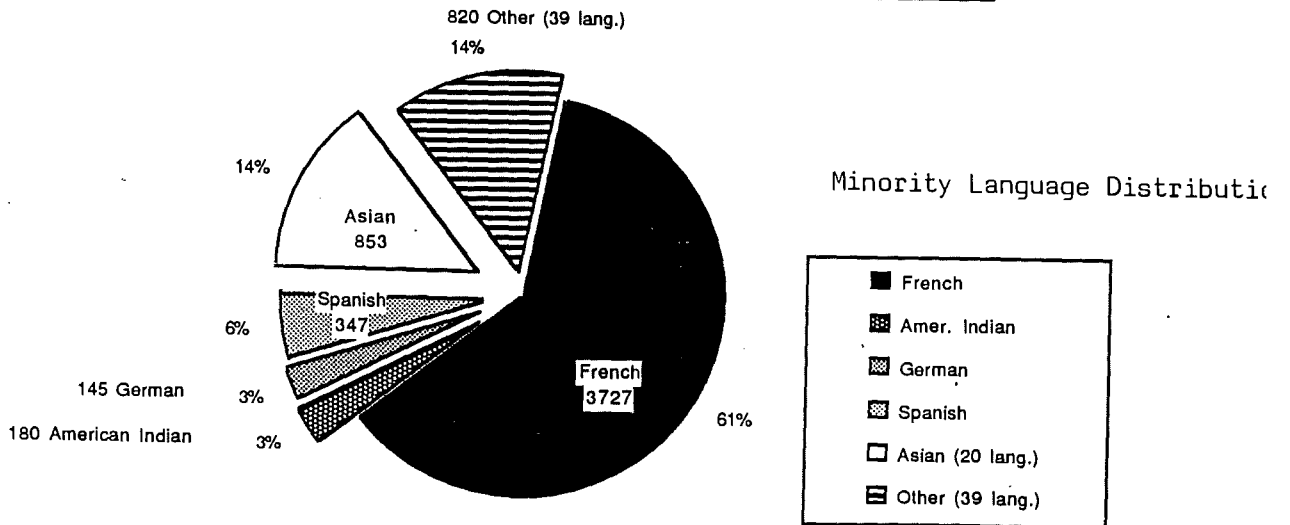
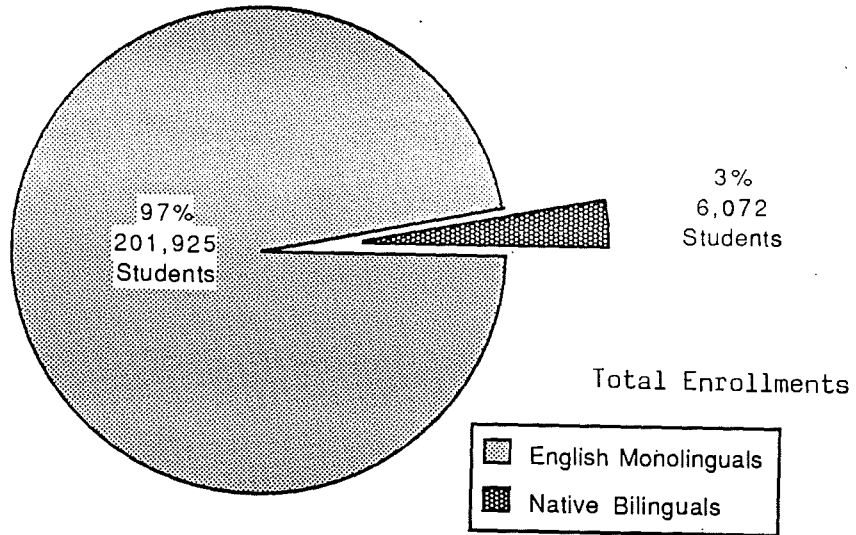
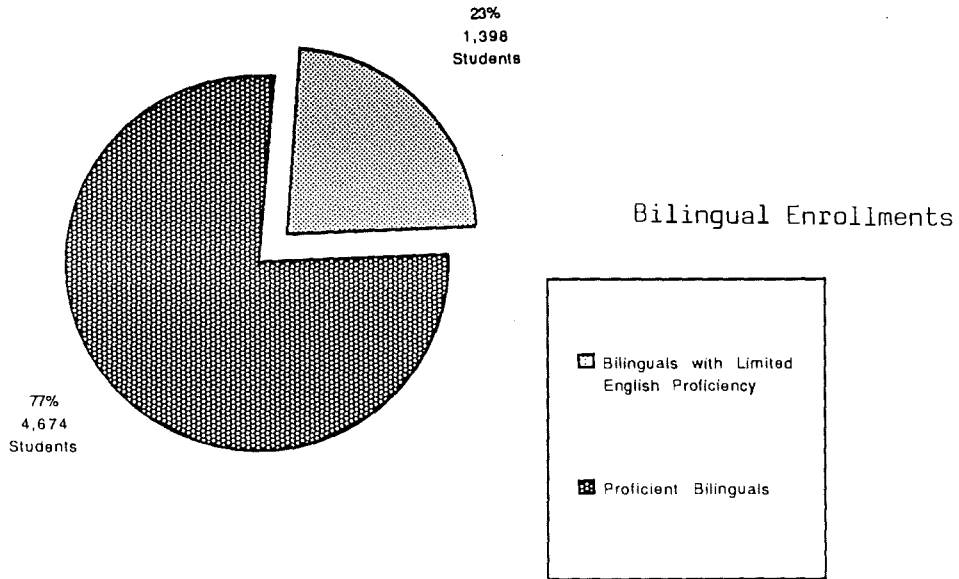
SUMMATIVE DATA

Summative data contained in this part of the report are in two segments: graphic illustration of the data contained elsewhere in the report and student enrollment summaries by language incidence. The first of these are pie charts that may help to describe the distribution of English monolingual children to that of native bilinguals and those among the latter who are known to be limited English proficient. Another pie chart provides a percentage breakdown of the sixty-six languages spoken natively by Maine children.

The second segment of this part includes these listings:

1. Non-English native language incidence among school-age children, public and private
2. Summary of SEA technical assistance that was made available to children and to school systems with programs designed to meet the needs of limited English proficient children during 1987-88
3. Summation of language minority enrollment data, public and private

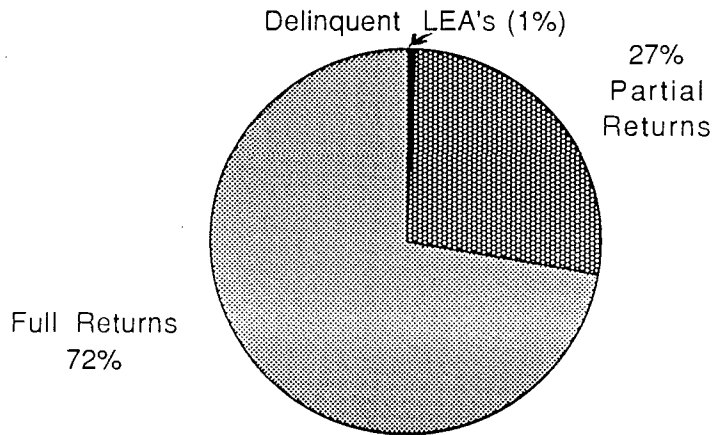
Maine's Public and Private School Enrollment of Language Minority Children



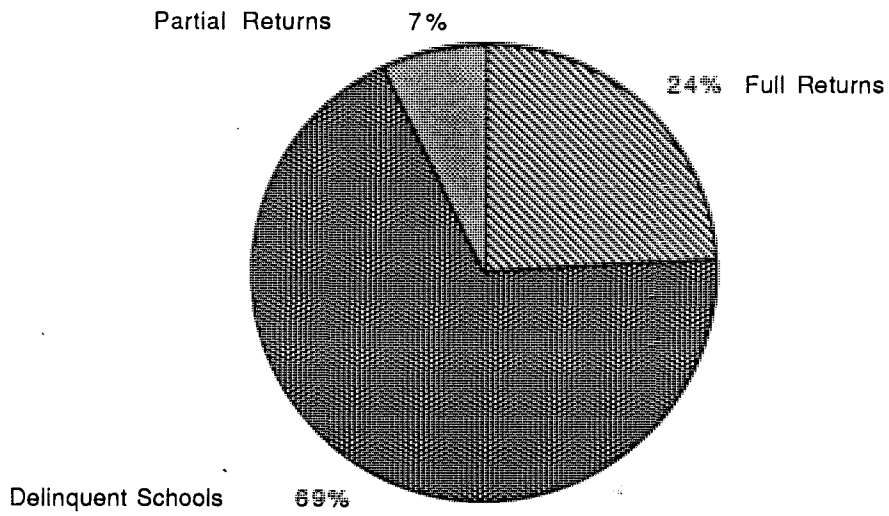
Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages 1988

LAU SURVEY RETURN RATE
1988

Maine Public Schools
(152 LEA's)



Maine's Private Schools
(103 schools)



NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1987-88

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This Lang. & 1 Other Non-Eng. Language Public S.	# Speakers This Lang. & 1 Other Non-Eng. Language Private S.

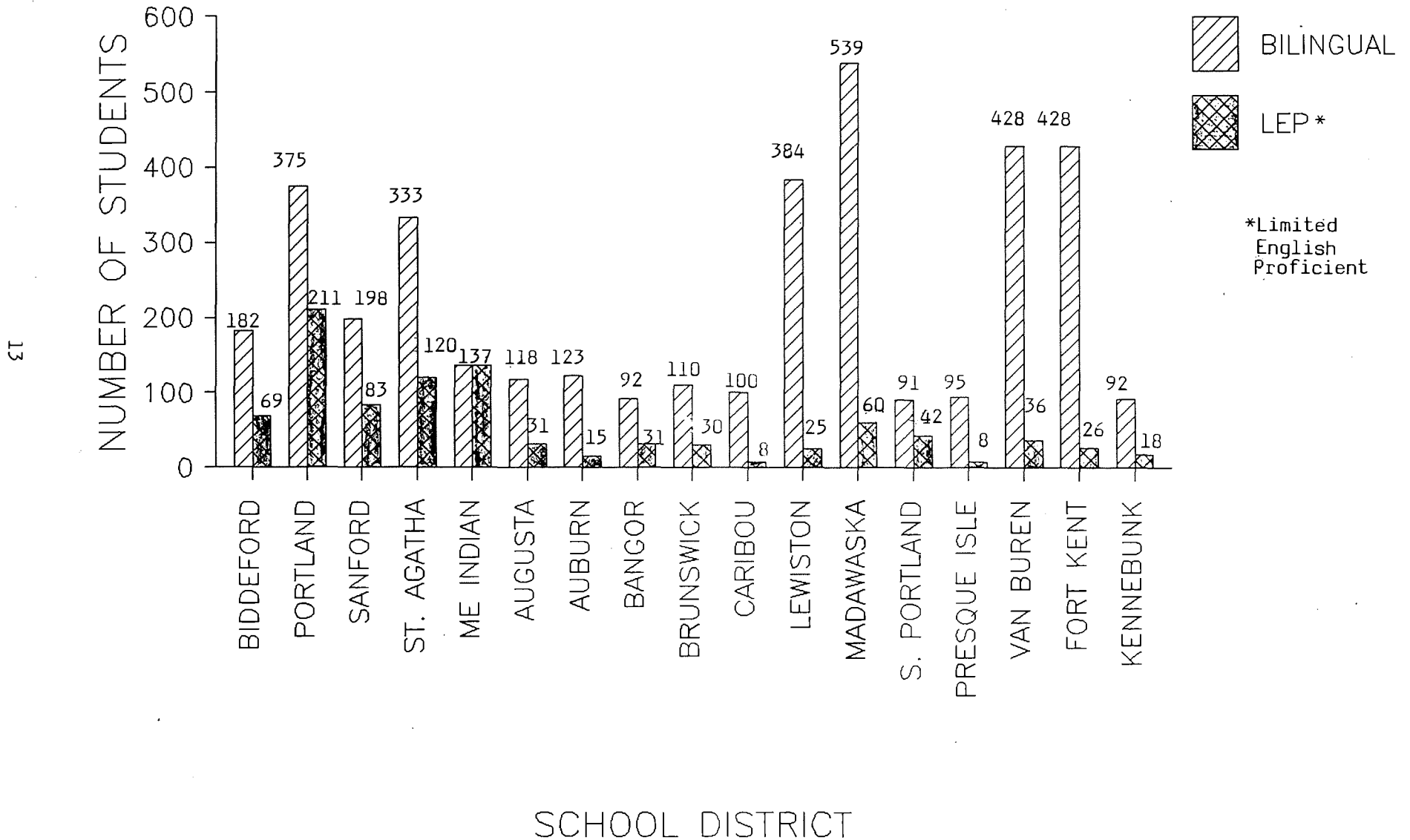
American Sign (Including Cued Speech)	105	1	3	
Amharic	1			
Apache	1		1	
Arabic	4			
Aujarceti	1			
Bengali	1			
Beti	1			
Burmese	2			
Calypso		1		
Caribbean English	1			
Catalan	1			
Chamorro	1			
Cherokee	1		1	
Chinese	71	2		
Czech	5			
Danish	6	2		
Dari	20	1		
Dutch	11			
Farsi (Persian)	19	1		
Finnish	9	1		
French	3497	230	16	1
German	131	14	3	

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Greek	35	3	2	
Guamian	1			
Gujarati	1			
Haitian (Creole)	1			
Hawaiian Samoan	2			
Hebrew	2			
Hindu	9	1		
Hungarian	4	1		
Icelandic	1			
Italian	35	2	1	
Japanese	19	1		
Kannada		1		
Khmer	337	3	1	
Korean	94	2		
Kuscien	1			
Lao	60		1	
Lebanese	2	1	1	
Lithuanian	2			
Malayalan	4			
Maliseet	2	1		
Micmac	6			
Nepali	1			
Norwegian.	8	1		

Language	# Speakers Pub. School	# Speakers Pvt. School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Papiamento		1		
Pashto	2		1	
Passamaquoddy	155	12		
Pauluan	1			
Penobscot	1	1		
Philippino	17		1	
Polish	47	5	1	
Portugese	24	2	1	
Punjabee	2			
Punjali	1			
Russian	4			
Shan	1			
Shona	1			
Somali	1			
Spanish	336	11	5	
Sumerian	1			
Swedish	13	1		
Swiss German	1		1	
Tagalog	33			
Taiwanese	1			
Tamil	1			
Telegu	2			

Language	# Speakers Pub.School	# Speakers Pvt.School	# Speakers This lang. & 1 Other Non-Eng. Language Public S.	# Speakers This lang. & 1 Other Non-Eng. Language Private S.
Thai	15			
Ukrainian	5			
Urdu	4	1		
Vietnamese	127	2	3	
Yugoslavian	1			
Non-English Language Not Given	126	1		
TOTALS	5402	307	42	1

HIGH CONCENTRATION LANGUAGE MINORITY CHILDREN IN ME SCHOOLS 1987-88



Source: Maine Department of Educational and Cultural Services; Federal Projects for Minority Languages, 1988

STATE OF MAINE PUBLIC SCHOOL HOME LANGUAGE SURVEY TOTALS 1987-1988

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	16988	12540	74	277	68
1	16591	14345	86	367	119
2	15156	12265	81	326	77
3	14728	12412	84	337	73
4	14654	12429	85	327	111
5	13584	11566	85	398	127
6	13428	11035	82	372	111
7	14084	11870	84	396	57
8	16199	11606	72	493	120
9	14210	10574	74	499	143
10	15953	10785	68	509	95
11	16158	10479	65	610	137
12	14862	9860	66	751	147
UNGRADED	53	53	100	19	0
TOTALS	196648	151819	77	5681	1385

STATE OF MAINE PRIVATE SCHOOL HOME LANGUAGE SURVEY TOTALS 1987-1988

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	629	456	72	23	0
1	561	438	78	21	0
2	321	211	66	9	0
3	317	203	64	14	0
4	230	148	64	6	0
5	220	136	62	16	0
6	207	137	66	10	0
7	175	140	80	8	0
8	329	146	44	12	0
9	322	273	85	24	0
10	596	487	82	46	0
11	701	552	79	49	0
12	730	574	79	42	0
UNGRADED	332	319	96	26	13
TOTALS	5670	4220	74	306	13

ABBREVIATIONS

LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY REQUIREMENT
LEP - LIMITED ENGLISH PROFICIENT STUDENTS

NOTE ## COMBINED PUBLIC AND PRIVATE TOTALS ARE ON THE NEXT PAGE

STATE OF MAINE PUBLIC AND PRIVATE COMBINED HOME LANGUAGE SURVEY TOTALS 1987-1988

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	17617	12996	74	300	68
1	17152	14783	86	388	119
2	15477	12476	81	335	77
3	15045	12615	84	351	73
4	14884	12577	85	333	111
5	13804	11702	85	414	127
6	13635	11172	82	382	111
7	14259	12010	84	404	57
8	16528	11752	71	505	120
9	14532	10847	75	523	143
10	16549	11272	68	555	95
11	16859	11031	65	659	137
12	15592	10434	67	793	147
UNGRADED	385	372	97	45	13
TOTALS	202318	156039	77	5987	1398

 ABBREVIATIONS

LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY REQUIREMENT
 LEP - LIMITED ENGLISH PROFICIENT STUDENTS

SUMMARY OF SEA TECHNICAL ASSISTANCE

<u>Town</u>	<u>On Site</u>	<u># Staff</u>	<u>Materials</u>	<u># LEP Disclosed</u>
Augusta			X	
Bangor	X	11	X	12
Bath	X	7	X	12
Belfast	X	2	X	4
Berwick	X	2	X	8
Bowdoinham			X	
Bridgton	X	1	X	4
Bristol	X	2	X	3
Brunswick			X	
Bucksport	X	1	X	5
Camden	X	6	X	5
Cumberland	X	3	X	1
East Machias			X	
Ellsworth			X	
Gardiner	X	1	X	2
Gorham			X	
Greenville	X	9	X	4
Hampden	X	2	X	10
Kennebunk	X	1	X	22
Kittery	X	7	X	11
Kittery Point			X	
Lewiston			X	
Lisbon Falls	X	3	X	1
Litchfield			X	

Livermore Falls	X	15	X	3
Lovell	X	2	X	1
Maine Indian Educ.	X	6	X	180
Milford	X	10	X	1
Millinocket			X	
Mount Desert			X	
North Berwick	X	6	X	8
North Whitefield			X	
Orono			X	
Oxford	X	2	X	1
Peaks Island			X	
Portland (St. Joseph)	X	4	X	1
Portland	X	20	X	198
Rockland			X	
Saco			X	
Sacopee Valley	X	1	X	2
St. Agatha	X	12	X	70
Sanford	X	3	X	50
Scarborough	X	4	X	14
Skowhegan	X	2	X	12
South Portland	X	9	X	20
Turner	X	14	X	17
Wells			X	
Winthrop	X	8	X	1
Yarmouth	X	7	X	1

Out of State

Flagstaff, Arizona

X

Schenectady, NY

X

Out of Country
 Thorigny, France

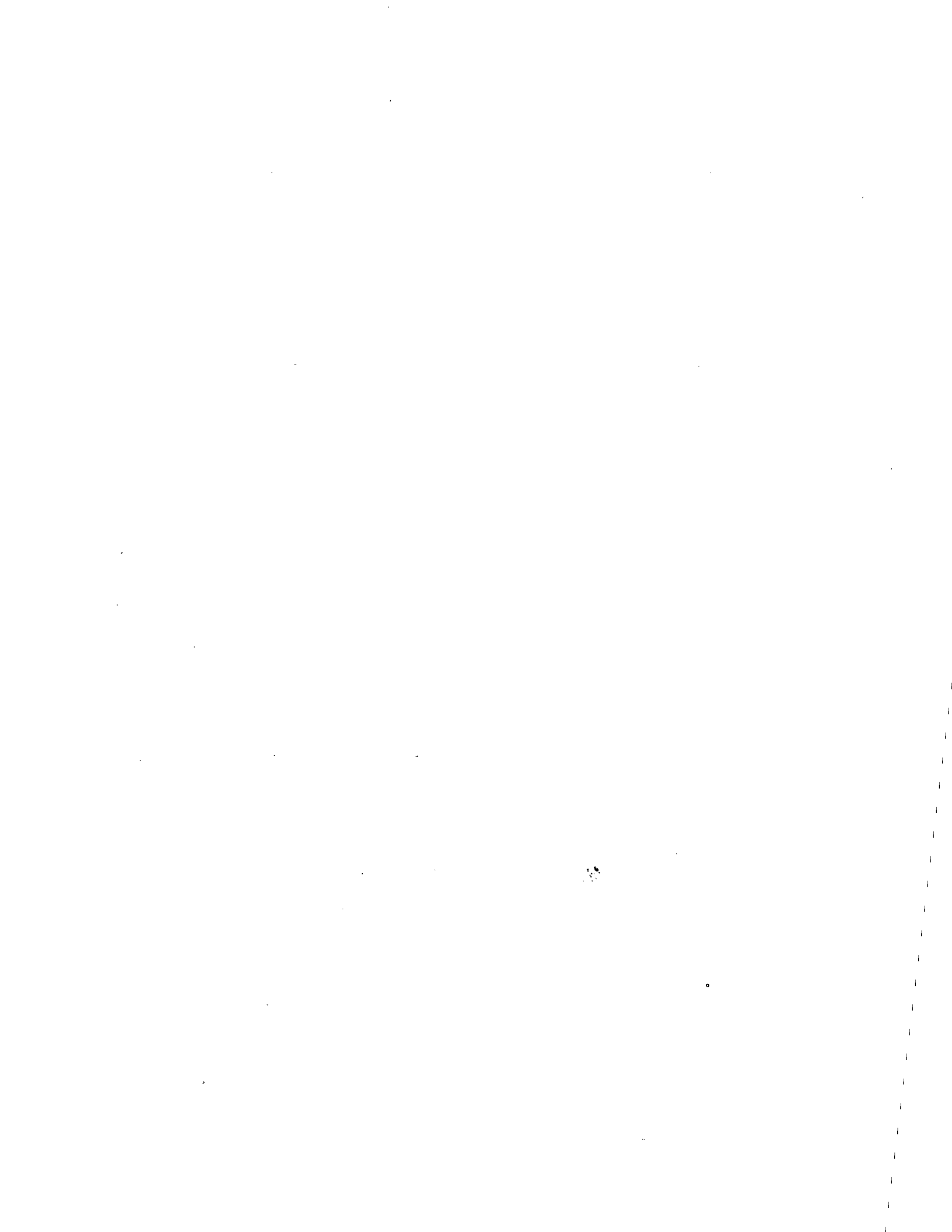
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Statewide

ESL/Multicultural Conf.	125	N/A	+800	
Indian Educ. Institute	39	N/A	+300	
Literacy Conference	120	N/A	+800	
Crosscultural Retreat	60(students)			60
	10(staff)	N/A		

PART II

MAINE EDUCATIONAL ASSESSMENT: THE ACADEMIC
CONDITION OF LANGAUGE MINORITY CHILDREN



LANGUAGE MINORITIES' PERFORMANCE ON THE MAINE EDUCATION ASSESSMENT, 1985-88

Background

Legislation

Acting on recommendations of the Governor's Commission on the Status of Education in Maine, the legislature passed the Educational Reform Act of 1984 calling for a comprehensive set of reforms directed toward school improvement. The Maine Educational Assessment Program (MEA) is one of the products of that legislation. The assessment program was first implemented in 1985-86.

Selection of Content Areas

The Educational Reform Act of 1984 mandated the assessment of reading, English language arts including writing, mathematics, science, and social studies. Social studies was divided into two areas: social studies and humanities.

Development of Tests

Several advisory committees were formed to advise in the development of the tests and reporting procedures. The content area advisory committees established the frameworks for test construction. The questions were reviewed by the advisory committees.

Administration of Tests

All fourth, eighth, and eleventh grade students in the public schools in Maine took the MEA tests from 1985-88. The testing included most special needs students, language minorities and some limited English proficient (LEP) children, some of whom had testing conditions modified to parallel the methods by which they receive their regular instruction. Some LEP children were not tested at all. Testing took several sessions of from 20 to 60 minutes each. All students took a common core of questions in reading and mathematics, while some questions in these areas and all questions in science, social studies and humanities were divided into sixteen forms, with each student taking just one form. In addition, each student wrote two essays. This report includes the results of the entire test battery for language minority children as they compare with their monolingual English peers.

Scoring of Tests

Much of the test was multiple choice questions, which were scored by machine. Twenty questions in reading and mathematics and both questions in writing required scoring by teachers in Maine and other professional staff.

Language Minority Subgroup Results

MEA results for each of the six content areas assessed are provided for monolingual English students, natively bilingual children (determined through Lau surveys), and LEP children (determined through language assessment measurements administered prior to MEA testing). Codings for these categories were made by teachers on each child's answer sheet. Average test scores for each of these three language designations are given here; each school district received these results for their own language minority enrollees as well. Comparisons of scores are given for each of these categories and statewide averages.

The titles of the content areas have been abbreviated in the column headings. The full title of each content is as follows: READ=Reading; WRIT=Writing; MATH=Mathematics; SCI=Science; S.S.=Social Studies; HUM=Humanities.

Results are reported for groups of students of five or more only. Results are not given for smaller groups because of considerations of confidentiality within LEA's.

Percentages may not add to 100 percent, either due to roundoff error or because of a non-response by some students.

Conclusions

Given that three years of testing can now be reported, some conclusions about the performance of certain subgroups may be drawn. First, the overwhelming majority of students who took the test were monolingual English (89.9%). Second, the number of children designated as limited English proficient is very small and, in some cases, too small to establish group performance results. Further, one hundred and one limited English proficient children statewide were excluded from taking the test because their limited English proficiency was extreme. Third, scores for natively bilingual students were lower in all subject areas across all grade levels but one (Grade 5 writing) than the scores of monolingual English peers and lower than the state average (except Grade 5 writing).

At the outset, these results would appear disturbing. Two significant variables must be taken into account. One would not expect limited English proficient students to score above any group, since the MEA is an English language test designed for English proficient students. Second, the number of native bilinguals who are limited English proficient is not known, but whatever the number, the scores of the limited English proficient subgroups would certainly drive down the scores of the entire group of native bilinguals. Future reporting of scores of subgroups must differentiate between bilinguals who are limited English proficient and bilinguals who are English fluent.

A final note is in order about the cherished wisdom that bilinguals' academic performance (cognitive skills) is superior to that of monolinguals (Peal & Lambert, 1962) and numerous subsequent studies showing that mental flexibility and concept formation among bilinguals is superior to that of monolinguals. It is in fact not known if bilingualism aids intellectual development or if the reverse is true (ie, intellectual development strengthens the development of bilingualism). Stronger positive efforts in communicative skills performance have been shown among bilinguals where their bilingualism was encouraged (Harding, 1986). There is no large-scale evidence that this has occurred among MEA bilingual students. One statement that is supported by current research is that bilingualism is a significantly positive variable if these students are tested in their native language. (McLaughlin, 1978).

All other conclusions for now remain speculative.

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Harding, Edith & Philip Riley, the Bilingual Family: A Handbook for Parents, Cambridge: Cambridge University Press, 1986
McLaughlin, B. (1978) Second Language Acquisition in Childhood, Hillsdale NJ: Lawrence Erlbaum.

Peal E. & Lambert, W.E. (1962) 'Relation of bilingualism to intelligence' In Psychological Monographs 76, pp. 1-23

LANGUAGE MINORITY SUBGROUP STATEWIDE REPORT

MAINE EDUCATIONAL ASSESSMENT

GRADE	TOTAL LEP	SECOND LANGUAGE STATUS	% STUDENTS	STATE SCALED MEAN SCORES					
				READING	WRITING	MATH	SCIENCE	SOC. ST.	HUMANITIES
4	111	Monolingual English	86	242	252	252	258	243	253
		Limited English Proficient	0	160	218	231	196	160	192
		Natively Bilingual	1	192	241	220	213	192	198
		All Students Statewide	--	240	250	250	255	240	250
5	127	Monolingual English	96	243	251	246	250	240	265
		Limited English Proficient	1	158	219	198	164	176	190
		Natively Bilingual	3	216	254	236	234	209	235
		All Students Statewide	--	240	250	245	250	240	265
6	111	Monolingual English	98	253	251	251	252	251	251
		Limited English Proficient	0	38	81	135	158	109	188
		Natively Bilingual	1	182	244	235	202	206	220
		All Students Statewide	--	250	250	250	250	250	250
8	120	Monolingual English	74	254	255	283	255	249	263
		Limited English Proficient	0	125	137	215	195	151	176
		Natively Bilingual	3	216	230	266	229	208	218
		All Students Statewide	--	250	250	280	250	245	260
9	143	Monolingual English	94	264	252	282	253	259	280
		Limited English Proficient	1	170	185	194	156	146	134
		Natively Bilingual	4	225	240	268	193	217	248
		All Students Statewide	--	260	250	280	250	255	275
10	95	Monolingual English	93	251	251	250	250	251	250
		Limited English Proficient	0	211	223	220	219	231	232
		Natively Bilingual	2	242	241	242	244	243	245
		All Students Statewide	--	250	250	250	250	250	250
11	137	Monolingual English	81	271	254	261	264	249	249
		Limited English Proficient	0	100	111	148	120	100	100
		Natively Bilingual	2	191	225	237	217	213	196
		All Students Statewide	--	265	250	255	260	245	245
12	147	Monolingual English	97	271	254	259	258	260	251
		Limited English Proficient	1	65	184	139	54	39	74
		Natively Bilingual	3	175	207	211	210	162	156
		All Students Statewide	--	265	250	255	255	250	250

Number of LEP Students Excluded From the MEA: 101

PART III

SEA REVIEW AND DATA COLLECTION DETAIL
FOR MAINE TITLE VII PROJECT SITES

PART III: A REVIEW AND DATA COLLECTION DETAIL FOR MAINE TITLE
VII PROJECT SITES

Recipients of funds under Title VII are particularly accountable to the U.S.D.E. Office of Bilingual Education and Minority Languages Affairs for program operation. The State Education Agency, itself also a recipient of funds from the same source, is responsible for monitoring and collecting data on the academic condition of LEP children served under projects of bilingual education. Two Maine LEA's received such funding support for their five separate service clientele:

1. Maine Indian Education operated Passamaquoddy and Maliseet programs of bilingual education at the Houlton Band of Maliseet Indians, Peter Dana Point Indian Reservation, and at the Pleasant Point Indian Reservation--all at the elementary level.
2. The Portland Public Schools operated programs of multilingual education at two of its schools: Riverton for a pre-school program and at King Middle for a middle school multilingual career-focused program. Portland operates multilingual education programs at all other grade levels too, but at local expense.

Charts over the next 11 pages detail several criteria reviewed at each of those sites.

1987 - 88

SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

LEA	M A I N E I N D I A N E D U C A T I O N (One Project)			P O R T L A N D P U B L I C S C H O O L S (Two Projects)	
	Houlton Band of Maliseet Indians (HBMI)	Pleasant Point Reservation	Indian Township Reservation	P O R T L A N D P R O J E C T C . L . A . S . S .	P O R T L A N D P R O J E C T P . A . L . S .
Phone:	(207)532-6555 Central office 454-2126 853-4045 (Project)	853-6085	796-2362	775-0900 Ext. 202 & 267	775-0900 Ext 267, 272, 293
Persons/Title contributing data:	Joseph Nicholas Director	Joseph Nicholas Director	Joseph Nicholas Director	Grayce Studley Director	Grace Studley Director Susan O'Carroll, Tchr
	Theresa Paul Coordinator	David Francis Coordinator	Sister Ellen Turner, Principal	Pirun Sen, Home- School Coord./Parent Trainer Grace Valenzuela, Career Educ. Specialist	Pirun Sen, Home- School Coord./Parent Trainer Nancy Tryzellaar, Teacher
		Sister Maureen Wallace Principal	Mary Ellen Newell Coordinator	Diana Rudloe ESL Teacher & Consultant	
29 Bilingual Education Program Type:	Transitional	Transitional	Transitional	Transitional	Special Populations
Number of children enrolled in school system:	477 (K-4)	290 (K-8)	290(k-8)	7784 (K-12)	7784 (K-12)
Number of children enrolled in private schools within LEA:	56 (St. Mary's)	0	0	948	948
Number of LEP children enrolled in school system:	27	89	109	240	240
Number of LEP children enrolled in private schools within LEA:	10	0	0	9* *Project notifies pvt. schools of avail- able services	9
<u>How were children determined to be LEP?</u> (Check all that apply)					
Teacher and project staff observation and referral	X	X (100% students served)	X		
Grades					
General Inventory for Kdg. (Yawkey)					X
Reading Test		X			
Peabody Picture Vocabulary					X
Parent Information	X	X	X	X	X
PAAT Inventory					X
Pre-Kinder. Behavior Inventory					X
Informal Assessment/ Case Study	X	X(w/parent)		X(for tranfers)	

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J.O.M. Program Survey	X				
Achievement tests (Name of test):	Metropolitan Ach. Test	Calif. Ach. Test	Calif. Ach. Test		
Criterion referenced tests:					
Home Language (Lau) Survey:	X	X	X	X	
Language Proficiency Tests (Name of test:)		(Established part of curriculum)		LAB IPT Assessment Team	
Others (Specify):	HBMI Census	Economy Reading Series		Writing Book Slosson Ekwall	
30 <u>The educational condition of LEP children</u>					
Number of LEP special education referrals:	Unknown	30	20	0	1
Number of special education placements:	Unknown	27	18	0	0
Number of children referred to gifted/talented programs:	Unknown	NA	NA	0	NA
Number school dropouts:	0	0	0	0	0
Number retained in one or more grades:	Unknown	4	7	0	NA
Number placed in one or more grades below grade level:	Unknown	50	80	Age, not grade specific at this level	NA

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Number of LEP children enrolled in instructional programs specifically designed to meet their needs:	19	89	109	29	32
Number of LEP children served by the LEA who could benefit from a program such as that assisted under Title VII:					X
Public/Private:	27/10	89/0	115/0	29/9	52/NA (some are in Head Start)
<u>LEP students receiving services from the following areas:</u>					
Bilingual:	19	89 (k-8 local mandate)	109	29	39
ESL:	?	?	0	29	39
Special Education:	0	27	18	0	39
Title VII:	19	89	17 (7-8) All others are in-kind	29	39
Chapter I:	N/A	50	5	0	NA
Migrant:	Nearly all	50	0	29	NA
Transition Program for Refugee Children:	0	NA	0	29	NA
Emergency Immigrant Education Program:	0	NA	0	0	0
Counseling	Unknown	?	-	X (Avail.)	Spec. Services for potential spec. needs
Psychologist's referrals	Unknown	?	-	X (Avail.)	
Youth tutoring				X (Avail.)	X

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SEA REVIEW AND DATA COLLECTION FOR SUBMISSION TO OBEMLA: TITLE VII SITES

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What are your projections for Title VII enrollments for 1988-89?	25+	89	107	46	40
Please provide a statement indicating the ability of this project to serve LEP children (i.e. staff, materials...)	Dedicated staff HBMI facilities 50% in kind aide New site underway HBMI: phone & utilities HBMI: Equipment	Native language staff Physical facility Tribal support Curric. development underway Instructional equip. and supplies Board policy Community in- volvement	Board policy materials in place Bilingual staff Bil. cooks, custodian Tribal support for instructional materials center U.S.D.E. project for pre-school now in place "Kindle the Spark" dropout inter- vention project	Native lang. staff Career awareness class Curriculum development Parent involvement Proven leadership Local funding support Geographic convenience to home and school Peer tutors City commitment Program long in place Relevant curric. bilingual materials Project networking/staff and admin. flexibility	Bilingual staff PIAGET replication from Penn State Ongoing inservice & pre-service materials Location Space availability Supportive Board & Administration Local Merchant support Monolingual staff support LEA Curriculum articulation (cont. next page)
<u>Training Needs</u>	Curriculum ESL Techniques Band's role in staff training	Univ./Machias Passamaquoddy course Coordination with reg. curriculum Utilization of materials already developed	School Board T-7 greater awareness Bilingual dictionary consultation Computer instruction and use of Passama- quoddy language	Bilingual staff: Language arts skills English fluency English staff: Chapter I coord/placement of LEP students Content tchrs: mainstream student support; don't understand students' continuing needs Regular staff: awareness week	

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Training Needs (cont'd)	Program evaluation	Strengthen Bil. Curric. text in con- tent area	Strengthen Indian culture teaching, includ- ing self-concept	Cultural awareness Curriculum development	ESL methods assessment & testing culture pre-school pedagogy (PIAGET)
		Program evaluation	Program evaluation		
		Adult classes Passam. for Native lang. writing			
			The Indian family Teacher sensitivity to Indian culture		
List resources needed to develop or operate your program.	More current curric. that is on children's level (continue to improve) More culture	Resources are already in place but not used enough More staff Curriculum specialist to integrate Tribal materials @approp. grade levels Access to regular school program Closed circuit TV for full reservation access	Update current curric. material Book of Indian role models w/interviews: Indian dance B.E. total program integration Replace out-of-print material Funding for Culture- specific materials	Culture and bilingual materials in library for general use ESL software Career/ESL pgms LEP/non-lep student exchanges Curriculum con- sultation	PIAGET model materials from Penn State Yawkey (PIAGET) course MDECS preschool consultant Framingham, MA: EASE
	[N. Plateau - needs to become involved in bilingual/ bicultural curriculum development.]				

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Project evaluation due (FY 86-87)	April 1988	Spring 1988	Spring 1988	Spring 1988 (Zussman)	Spring 1988 (Zussman)
	[Independent evaluator not visible this year]				
Program goals to be measured by?	Indep. eval. (Di Censo)	(DiCenso)	Independent Evaluator (DiCenso)	Independent Evaluator (Zussman)	Independent Evaluator (Zussman)

Next page: Staff qualifications by individual LEA

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SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Houlton Band of Maliseet Indians

PROJECT STAFF QUALIFICATIONS

*Denotes position is
locally funded

<u>Name</u>	<u>Position</u>	<u>Educ. Degree</u>	<u>% Time</u>	<u>Years of Exper. in B.E.</u>	<u>Years of Related Exper.</u>
Joseph Nicholas	Director	H.S.	100	7	4 (Indian Pride)
David Francis	Curric. Dev. & Coord. @ Pls. Pt.	H.S.	100	7	4 (Indian Pride)
Theresa Paul	Coord. @ HBMI	H.S.	100	3	1
Harriet Perley	Aide	G.E.D.	100	2	4 (Nursing; counselor for

*This position is 50% funded by HBMI

substance
abuse)

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SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Pleasant Point Indian Reservation

PROJECT STAFF QUALIFICATIONS

*Denotes position is
locally funded

<u>Name</u>	<u>Position</u>	<u>Educ. Degree</u>	<u>% Time</u>	<u>Years of Exper. in B.E.</u>	<u>Years of Related Exper.</u>
Joseph Nicholas	Director	H.S.	100	7	4 (Indian Pride)
David Francis	Curric. Dev. & Coord. @ Pls. Pt.	H.S.	100	7	4 (Indian Pride)
Alberta Francis	Secretary	H.S.	100	7	21 (LPN; researcher; Tribal dance)
*Tom Lewey	Bilingual aide (position now held by sub.)	Degree in process	100	9	9 (Teacher tutor, translator)

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SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Maine Indian Education (Project Agent for Consortium)
Indian Township Reservation

PROJECT STAFF QUALIFICATIONS

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locally funded

<u>Name</u>	<u>Position</u>	<u>Educ. Degree</u>	<u>% Time</u>	<u>Years of Exper. in B.E.</u>	<u>Years of Related Exper.</u>
Joseph Nicholas	Director	H.S.	100	7	4 (Indian Pride)
Mary Ellen Newell	Coord.	Degree in process	100	14	1
*Maxine Tomah	Bilingual Teacher	H.S.	80	5	1

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SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Portland, Maine
(Project C.L.A.S.S.)

PROJECT STAFF QUALIFICATIONS

*Denotes position is
locally funded

<u>Name</u>	<u>Position</u>	<u>Educ. Degree</u>	<u>% Time</u>	<u>Years of Exper. in B.E.</u>	<u>Years of Related Exper.</u>
Grayce Studley	Director	M.A.T&37	33	16	26
*Tom Sammons	Teacher of Multilingual Classroom	B.A.	100	2	5
Grace Valenzuela	Career Ed Specialist	B.S.	60	2	10
Jeff Smith	Curriculum	B.S.	60	4	4
*Diana Rudloe	ESL Teacher & Consultant	M.A.	100	8	11
Margot McWilliams	ESL Tutor	M.A.	100	3	6
*Peng Kem	Khmer Teacher	Diploma & 6 cr.	100	3	5
*Chay Sensomebath	Lao Facilitator	GED in process	100	7	7
Bunchorm Phean	Khmer Facilitator	GED in process	100	5	5
Muoi Tran	Vietnamese Facilitator	GED in process	50	3	6
Davith Pel	Khmer Parent Trainer and Home-School Coordinator	B.A. in process	50	2	2
Vacant	Home School Coord/Khmer Facilitator		100	-	-

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SEA REVIEW/DATA COLLECTION: TITLE VII SITES

Name of LEA: Portland, Maine
(Project P.A.L.S.)

PROJECT STAFF QUALIFICATIONS

*Denotes position is
locally funded

<u>Name</u>	<u>Position</u>	<u>Educ. Degree</u>	<u>% Time</u>	<u>Years of Exper. in B.E.</u>	<u>Years of Related Exper.</u>
Grayce Studley	Director	MAT & 43	66	17	27
Pirun Sen	Home School Coord. & Parent Training	R.N. & additional college training	100	4	7
Lila Connolly	Secretary	-	100	1	1
Susan O'Carroll	Teacher	BA+	100	2	16
Nancy Tryzelaar	Teacher	MS	100	2	6
Vech Pra	Khmer Facilitator	GED in process	100	2	3
Veasna Kem	"	H.S. & college training	100	2	4
Bulina Habibzai	Afghan Facilitator	H.S. & college training	100	2	3
Muoi Tran	Vietnamese Facilitator	GED in process	50	2	7
Sr. Natalie Amoroso		Volunteer			
Sr. Vincentia Amoroso		Volunteer			