

MAINE STATE LEGISLATURE

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STATE OF MAINE

Department of Educational and Cultural Services
Federal Projects for Language Minorities
Division of Curriculum
Augusta, Maine



DATA COLLECTION REPORT ON LANGUAGE MINORITY CHILDREN

October 1989

Prepared by

Dr. Barney Bérubé, 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

MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Division of Curriculum

Federal Projects for Language Minorities

**Eve M. Bither, Commissioner
Richard H. Card, Ed.D., Deputy Commissioner
William H. Richards, Ed.D., Association Commissioner --
Bureau of Instruction**

**Phyllis Deringis, Ph.D., Director
Division of Curriculum**

**Barney Bérubé, Ph.D., Director
E.S.E.A. Title VII (Bilingual Education)**

Printed Under Appropriation No. 3230.9133

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**Ms. Marguerite MacDonald
Affirmative Action Office
Department of Educational and Cultural Services
State House Station #23
Augusta, Maine 04333
Tel: (207) 289-4482**

ACKNOWLEDGEMENTS

U.S. Department of Education

Authorization.....Mr. Luis Catarineau, Project Officer
Office of Bilingual Education and
Minority Languages Affairs

Lau Survey

Administration.....Eve M. Bither, DECS Commissioner
Dr. William H. Richards, Associate
Commissioner, Bureau of Instruction
Mr. Dale Eliot, Data Acquisition
Dr. Barney Berube, SEA Title VII
Director

Lau Survey

Distribution.....Mr. Rino Nadeau, Staff Assistant

Lau Survey

Collection and Analysis.....Ms. Kathy Kunces, Consultant

Database Analysis.....Mr. Dennis Kunces, Consultant

Maine Educational

Assessment.....Dr. Randy Walker, Division Director
Mr. Timothy Crocker, Consultant
Mr. Stuart Kahl and Richard Hill,
Advanced Systems, Inc.

Language Proficiency

Assessments.....Dr. Barney Bérubé, Director ESEA
Title VII
Ms. Susan Parks, ESL Consultant

Report Preparation.....Dr. Barney Berube, Director ESEA
Title VII

Mr. Dennis Kunces, Consultant-Computer
Mr. Rino Nadeau, Project Staff
Assistant
Linda McGuire, Cathy Small, and
Judy Finley, Technial Processing
Center

Translations.....Mr. Donat Boisvert, ME/Canadian
Legislative Advisory Office

Mr. Sambo Sok, Union Cambodian
Association

Ms. Zarmina Hanifi, Career Education
Specialist-Portland Multilingual
Programs

Mr. David Francis, Linguist-Maine
Indian Education

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. There are others.

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; Graphs: Trends in Minority Languages Spoken Natively by School-Age Children
 - 2. Detailed Listing by Language
- D. LEA High Concentration Language Minority Children
- E. Summary of Language Minority Student Enrollments--Public and Private Schools
- F. Recent Trends in K-12 Language Minority Enrollment
- G. Number of Schools Enrolling Refugee Children-Recent Trends
- H. School Enrollments of Refugee Children-Recent Trends

Part II: Maine Educational Assessment (1985-89: Grades 4, 5, 6, 7, 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 LEA's

A. SEA Review of ESEA Title VII Funded Projects

1. Maine Indian Education (HBMI, Pleasant Pt., Indian Twp..)
2. Portland Public Schools (Project C.L.A.S.S. and Project P.A.L.S.)
3. M.S.A.D. #33 Bilingual Education

B. Review of Maine Public Schools Enrolling Low Incidence Language Minority Students

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

PART I
SUMMATIVE DATA

PART I

SUMMATIVE DATA

Summative data contained in this part of the report are in eight segments. These are:

- 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; Graphs: Trends in Minority Languages Spoken Natively by School-Age Children
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STATE OF MAINE PUBLIC SCHOOL HOME LANGUAGE SURVEY TOTALS 1988-89

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	17264	12740	74	301	119
1	17189	13625	79	329	119
2	16744	15276	91	387	130
3	15618	13073	84	341	95
4	15190	13145	87	491	94
5	15079	13079	87	335	113
6	14026	12222	87	404	121
7	13717	11621	85	387	95
8	14357	12419	87	693	102
9	14858	11423	77	491	104
10	14317	10829	76	528	161
11	15996	11120	70	740	149
12	16242	10724	66	651	131
UNGRADED	132	108	82	57	50
TOTALS	200729	161404	80	6135	1583

STATE OF MAINE PRIVATE SCHOOL HOME LANGUAGE SURVEY TOTALS 1988-89

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	693	571	82	28	2
1	681	466	68	26	3
2	661	464	70	24	1
3	588	236	40	11	1
4	598	233	39	15	0
5	498	181	36	6	0
6	507	207	41	16	0
7	390	162	42	10	0
8	407	188	46	8	0
9	1112	660	59	24	0
10	1014	483	48	19	0
11	1062	708	67	50	2
12	1105	777	70	60	7
UNGRADED	377	377	100	23	2
TOTALS	9693	5713	59	320	18

ABBREVIATIONS

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

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

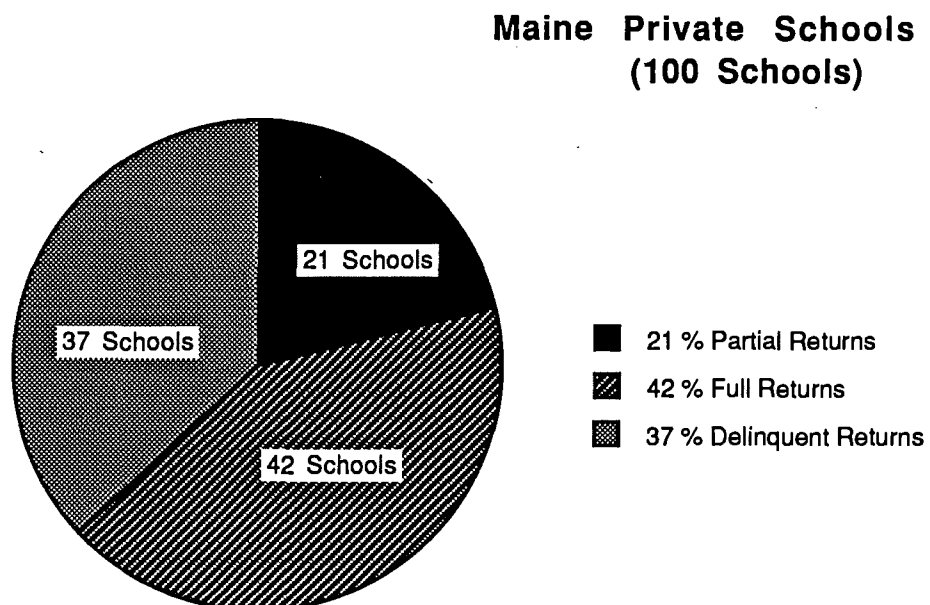
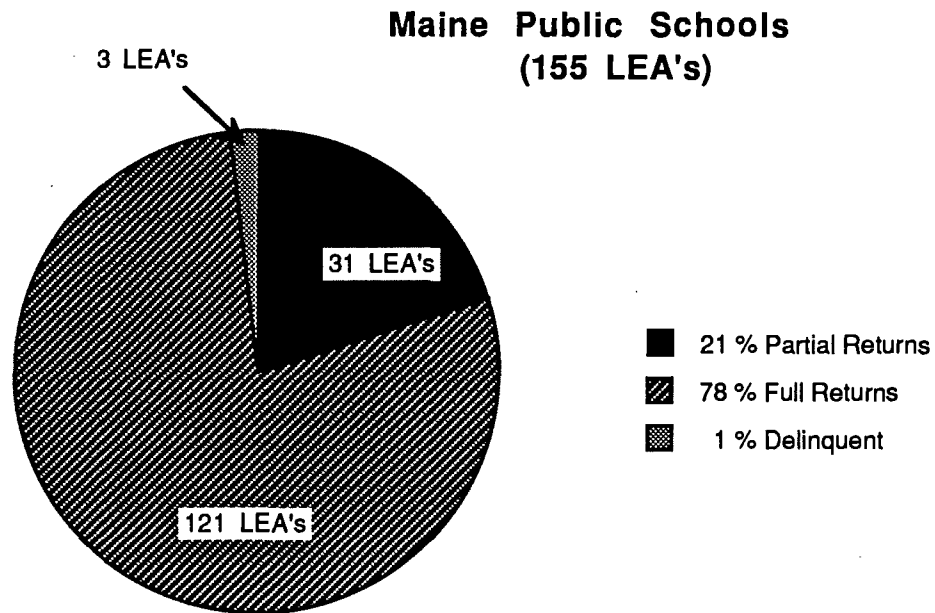
STATE OF MAINE PUBLIC AND PRIVATE COMBINED HOME LANGUAGE SURVEY TOTALS 1988-89

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# KNOWN LEP
K	17957	13311	74	329	121
1	17870	14091	79	355	122
2	17405	15740	90	411	131
3	16206	13309	82	352	96
4	15788	13378	85	506	94
5	15577	13260	85	341	113
6	14533	12429	86	420	121
7	14107	11783	84	397	95
8	14764	12607	85	701	102
9	15970	12083	76	515	104
10	15331	11312	74	547	161
11	17058	11828	69	790	151
12	17347	11501	66	711	138
UNGRADED	509	485	95	80	52
TOTALS	210422	167117	79	6455	1601

ABBREVIATIONS

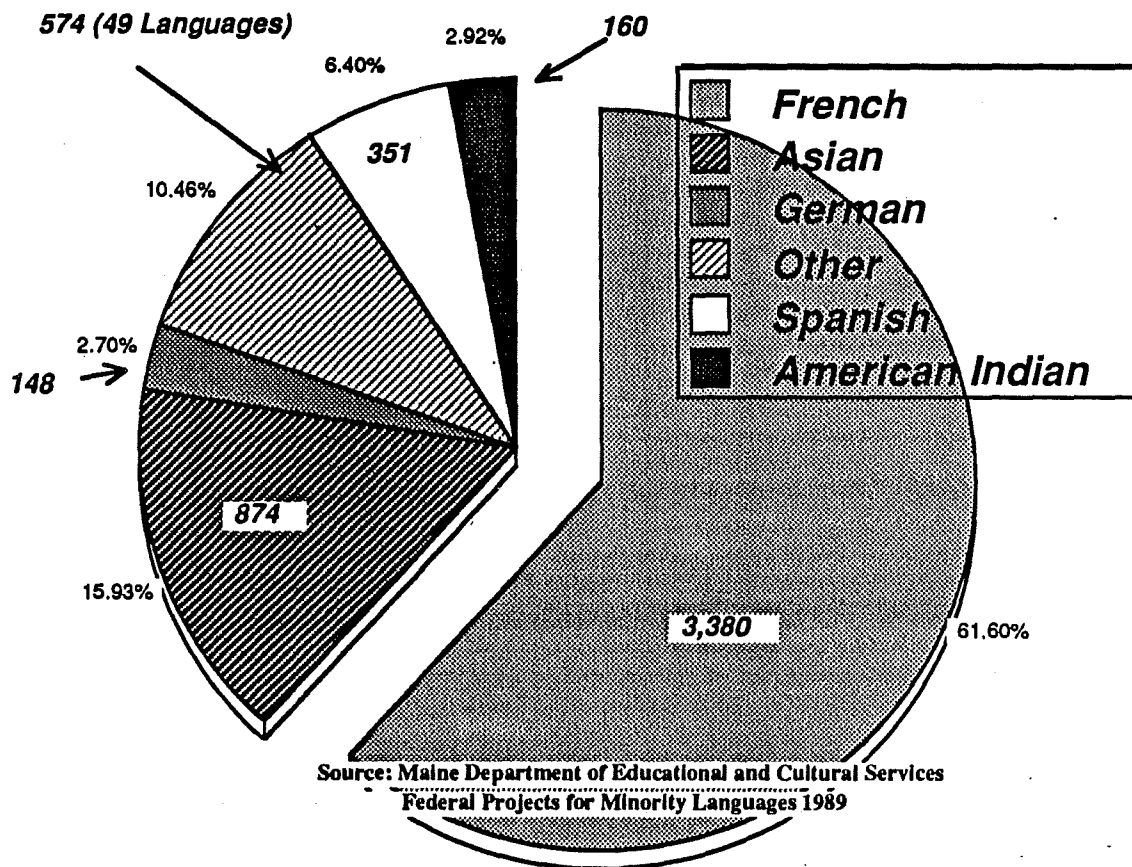
LAU - CIVIL RIGHTS HOME LANGUAGE SURVEY REQUIREMENT
LEP - LIMITED ENGLISH PROFICIENT STUDENTS

LAU Survey Return Rate 1989



MINORITY LANGUAGES

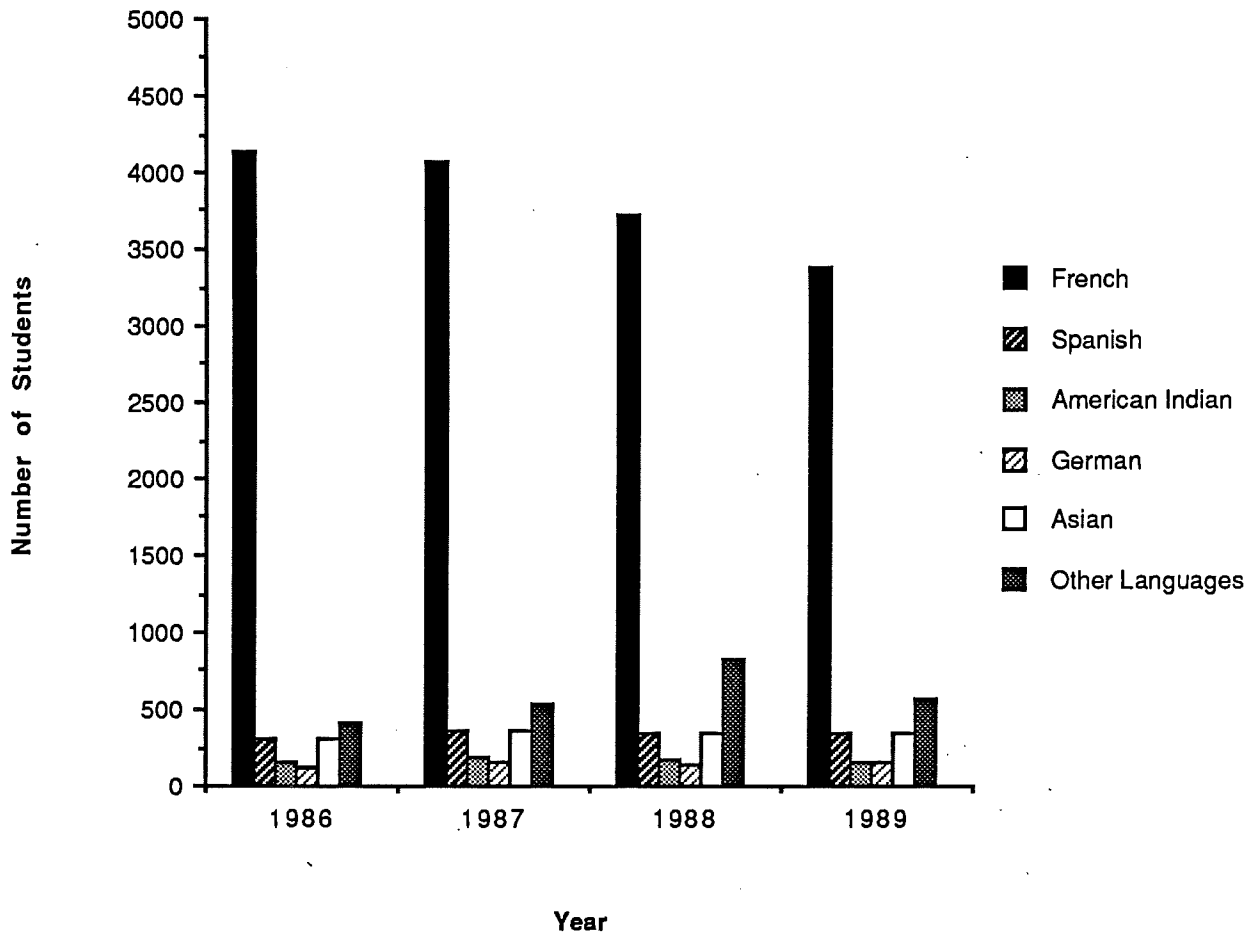
Spoken Natively by School-Aged Children in Maine



TRENDS IN MINORITY LANGUAGES

Spoken Natively by School-Aged Children In Maine
1986-1989

Language Comparisons 1986-1989



Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages 1989

TRENDS IN MINORITY LANGUAGES

Spoken Natively by School-Aged Children In Maine 1986-1989

Table 1

French Speaking 1986-1989

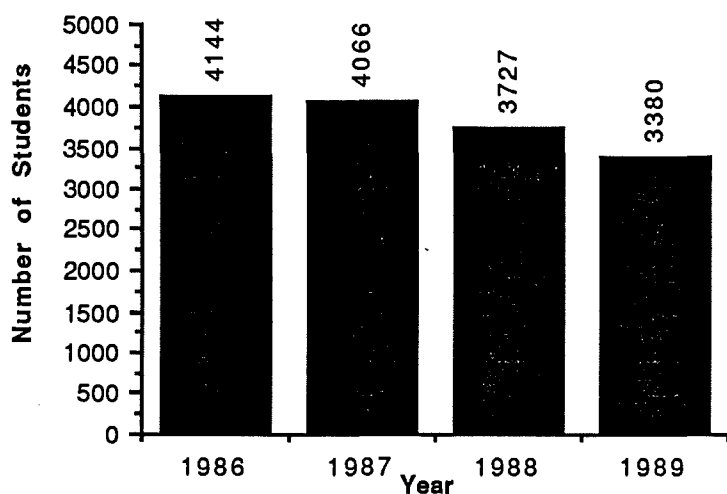
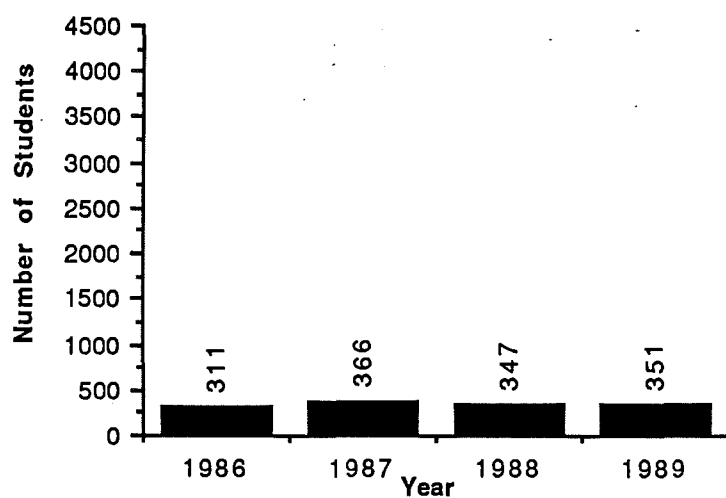


Table 2

Spanish Speaking 1986-1989



Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages 1989

TRENDS IN MINORITY LANGUAGES

Spoken Natively by School-Aged Children In Maine 1986-1989

Table 3
American Indian Speaking 1986-1989

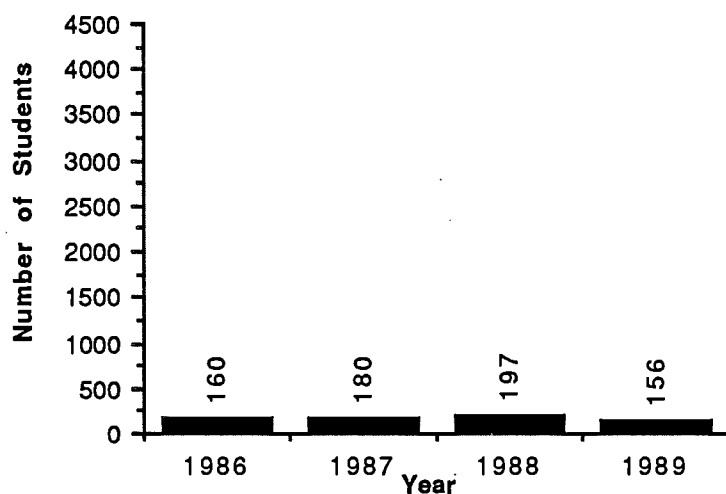
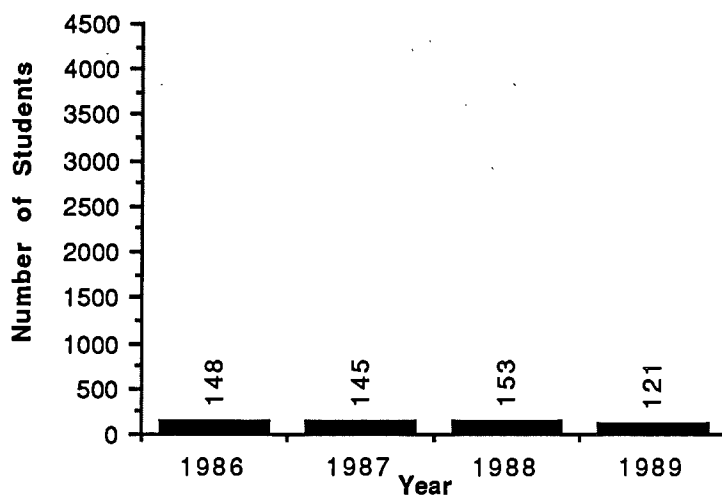


Table 4
German Speaking 1986-1989



Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages 1989

TRENDS IN MINORITY LANGUAGES

Spoken Natively by School-Aged Children In Maine 1986-1989

Table 5

Asian Speaking (20 Languages) 1986-1989

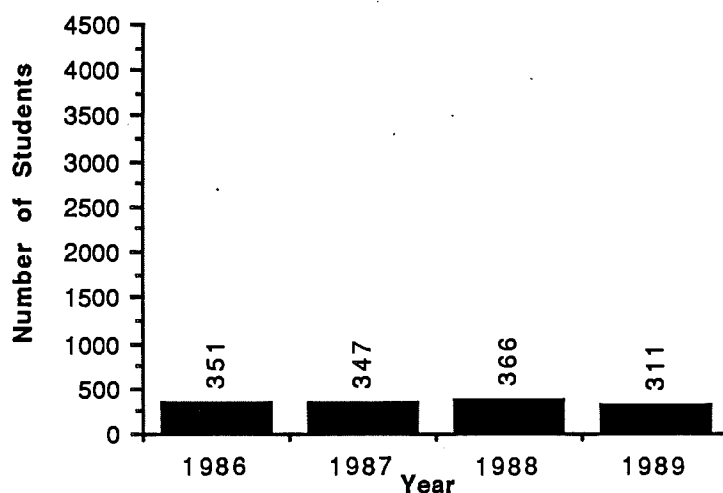
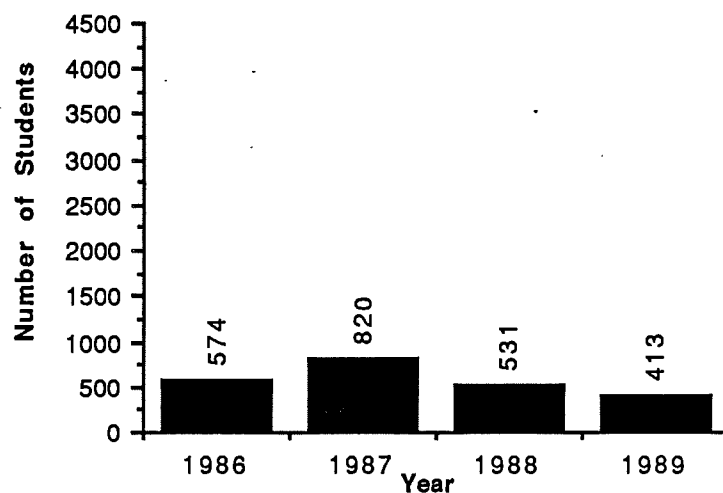


Table 6

Other Languages 1986-1989



Source: Maine Department of Educational and Cultural Services
Federal Projects for Minority Languages 1989

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1988-89

Language	# Speakers Pub.School	# Speakers Pvt.School	# Trilinguals*

American Sign (Including Cued Speech)	139	3	5
Amharic	1		
Apache	1		1
Arabic	8		
Aujarceti	1		
Bengali	1		
Bulgarian	1		1
Burmese	2		
Calypso		1	
Carribbean English	1		
Cathalan	1		
Chamorro	2		
Cherokee	1		1
Chinese	90	2	3
Czech	7		
Danish	7	2	
Dari	23	1	
Dutch	14	1	
Farsi (Persian)	21	1	1
Finnish	6		
French	3171	209	21
German	137	11	8

Language	# Speakers Pub.School	# Speakers Pvt.School	# Trilinguals*
Greek	36	3	3
Guamian	1		
Gujarati	3		
Haitian (Creole)	1		
Hawaiian Samoan	2		
Hebrew	3		
Hindu	12	1	
Hungarian	5	1	
Icelandic	4	1	
Indonesian	1		
Italian	35	5	3
Japanese	17	3	
Kannada		1	
Khmer	352	6	1
Korean	99	2	
Kuscien	1		
Lao	58		1
Lebanese	2	1	1
Malayalan	4		
Maliseet	4	1	
Maya	1		1
Micmac	6		
Nepali	3		
Norwegian	11	1	

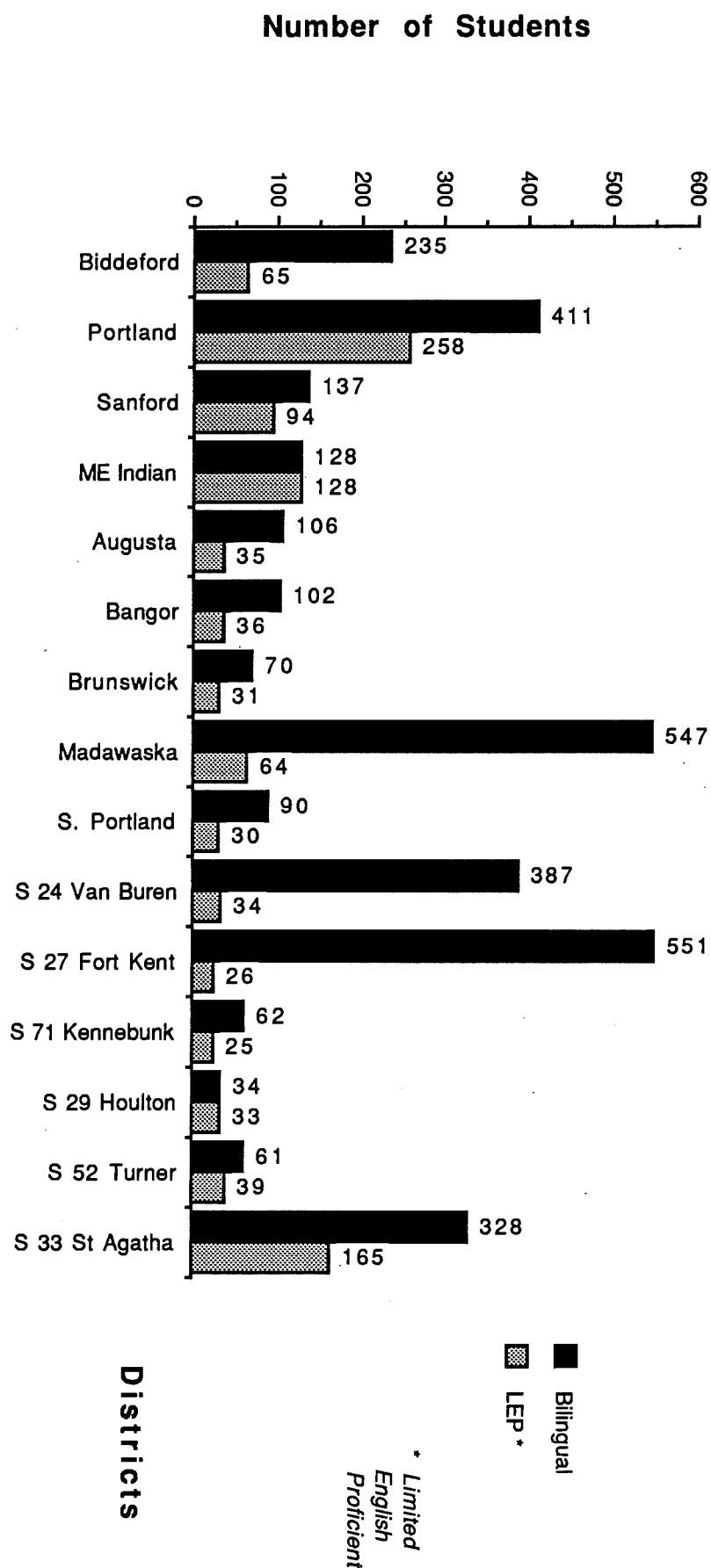
Language	# Speakers Pub. School	# Speakers Pvt. School	# Trilinguals*
Papiamento		1	
Pashto	3		1
Passamaquoddy	136	7	
Pauluan	1		
Penobscot	2	1	
Philippino	23		1
Polish	64	5	3
Portugese	27	2	3
Punjabee	2		
Punjali	1		
Romanian	2		2
Russian	4		
Saoul	3	1	
Shan	1		
Spanish	351	9	16
Sumerian	1		
Swedish	18		
Swiss German	1		1
Tagalog	31		
Taiwanese	2		
Tamil	3		
Telegu	2		

Language	# Speakers Pub.School	# Speakers Pvt.School	# Trilinguals*

Thai	15		
Ukrainian	5		
Urdu	6	1	
Vietnamese	113	4	5
Unspecified Non-English Language Not Given	97	1	
TOTALS	5206	290	84

***NOTE:** All trilingual reports are from public schools. No trilingual students are reported from private schools.

HIGH CONCENTRATION LANGUAGE MINORITY CHILDREN IN MAINE SCHOOLS 1988-89



Source: Maine Department of Educational and Cultural Services;
Federal Projects for Minority Languages, 1989

1988-89 SEA REVIEW OF ALL LEA'S SERVED DURING 1988-89

Source of Data: LEA Requested Technical Assistance under Title IV
of the Civil Rights Act and Title VII (ESEA)

A. Total number of children in public schools:

Statewide: 208,404

B. Total number of children in private schools:

Statewide: 13,319

C. i. Total number of limited English proficient (LEP) students
(public and private):

From Title VII reports only:	678
From Title IV reports only:	353
All Other:	570

ii. Methods used to identify LEP students:

<ul style="list-style-type: none"> ● Ekwall ● Slosson ● 100% Service Eligibility ● MEA ident. 	<ul style="list-style-type: none"> ● Teacher/Admin/therapist referrals ● LAB ● IPT ● TOLD ● Home language survey ● Migrant ed. referrals 	<ul style="list-style-type: none"> ● Parent referrals ● BSM ● Maculaitis ● BINL ● Informal assessments
---	--	---

Number retained in grade:

From Title VII reports only:	10
From Title IV reports only:	2
Other:	NOT KNOWN

Number referred to/placed in special education:

From Title VII reports only:	48
From Title IV reports only:	12
Other:	NOT KNOWN

Number of dropouts:

From Title VII reports only:	0
From Title IV reports only:	2
Other:	NOT KNOWN

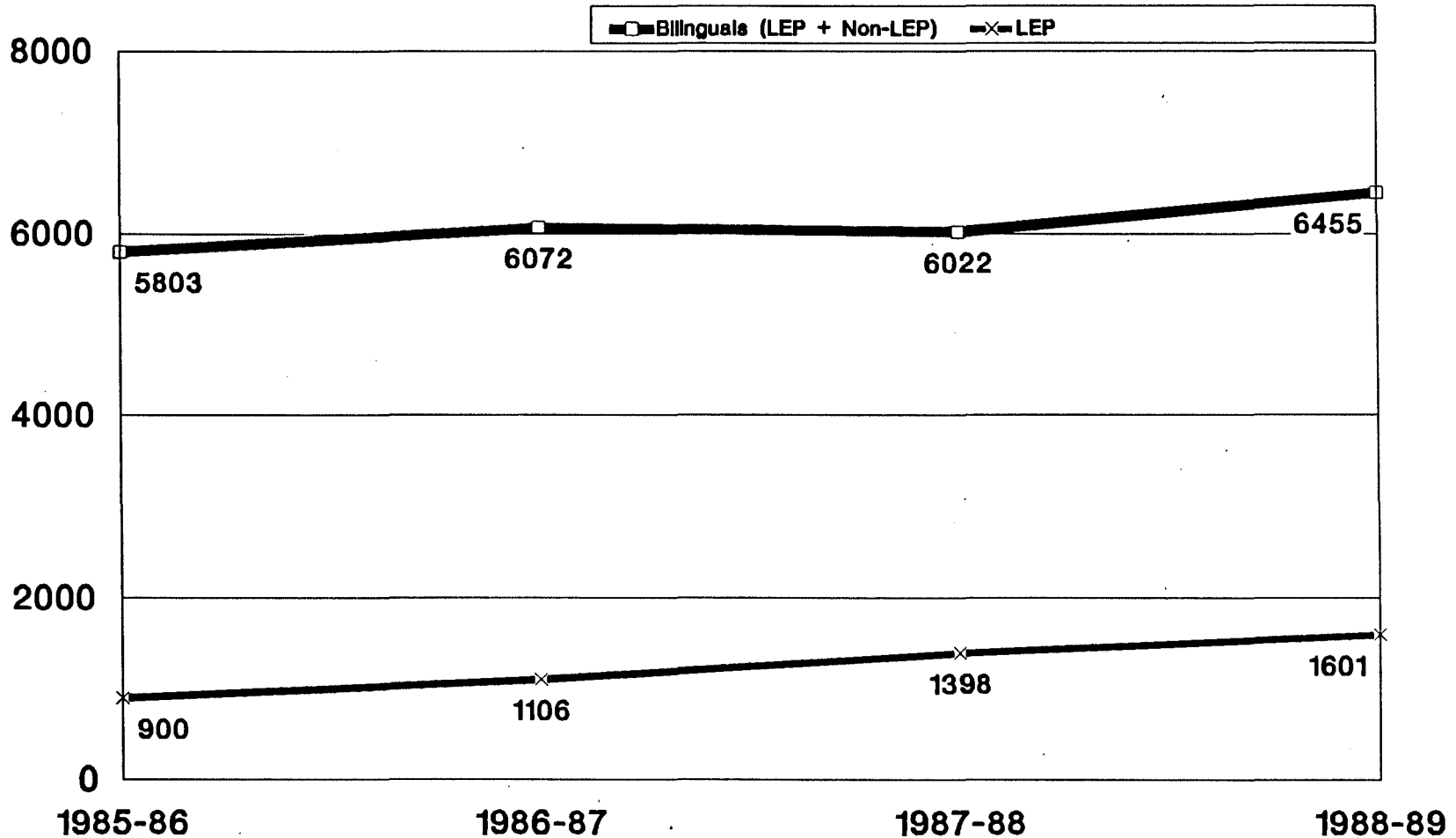
D. Number of LEP students enrolled in programs to meet their needs:

From Title VII reports only: 460
From Title IV reports only: 269
Other: NOT KNOWN

E. Number of LEP students who need/could benefit from such programs:

From Title VII reports only: 622
From Title IV reports only: 353
Other: 526

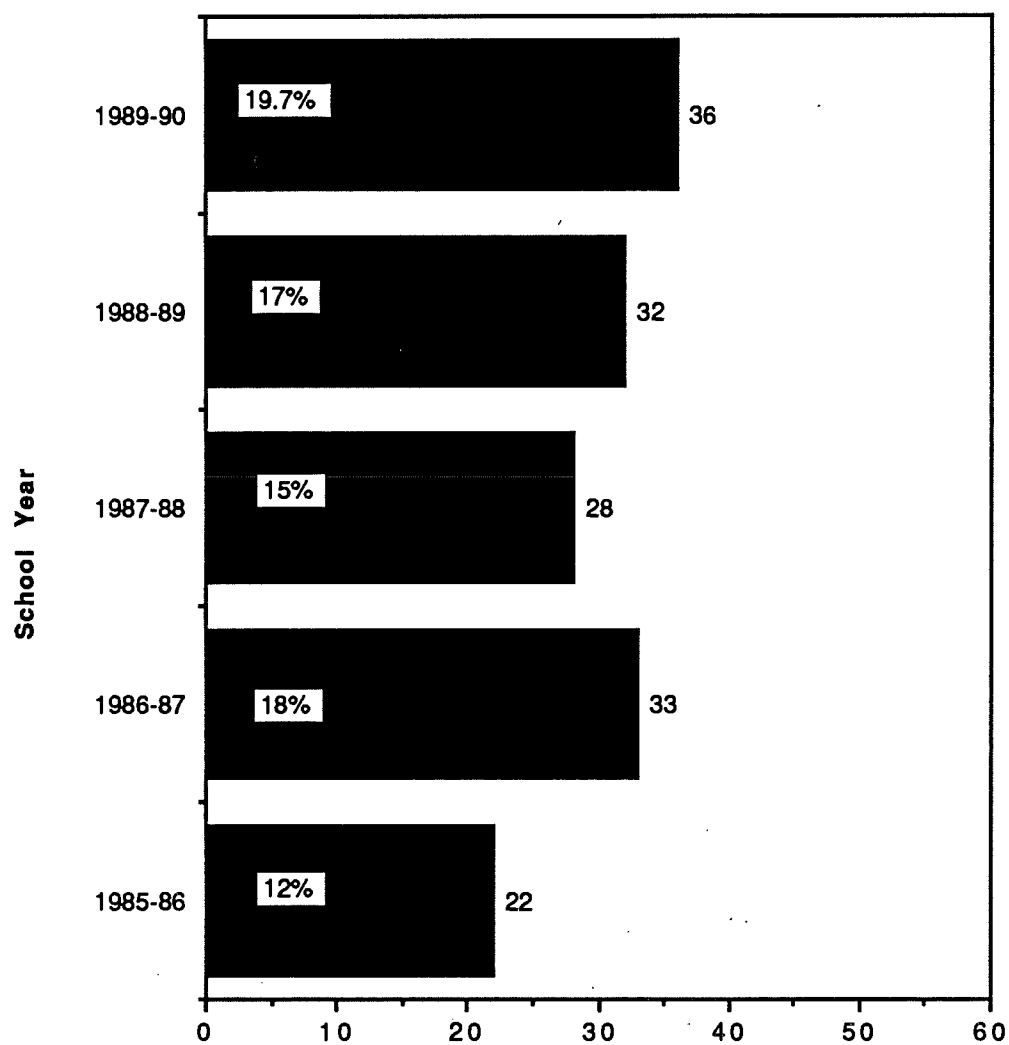
Recent Trends in K-12 Enrollments of Language Minority Students 1985-1989



Source: Maine Department of Educational and Cultural Services
Federal Projects for Language Minorities

Number of Schools Enrolling Refugee Children

Recent Trends in Maine



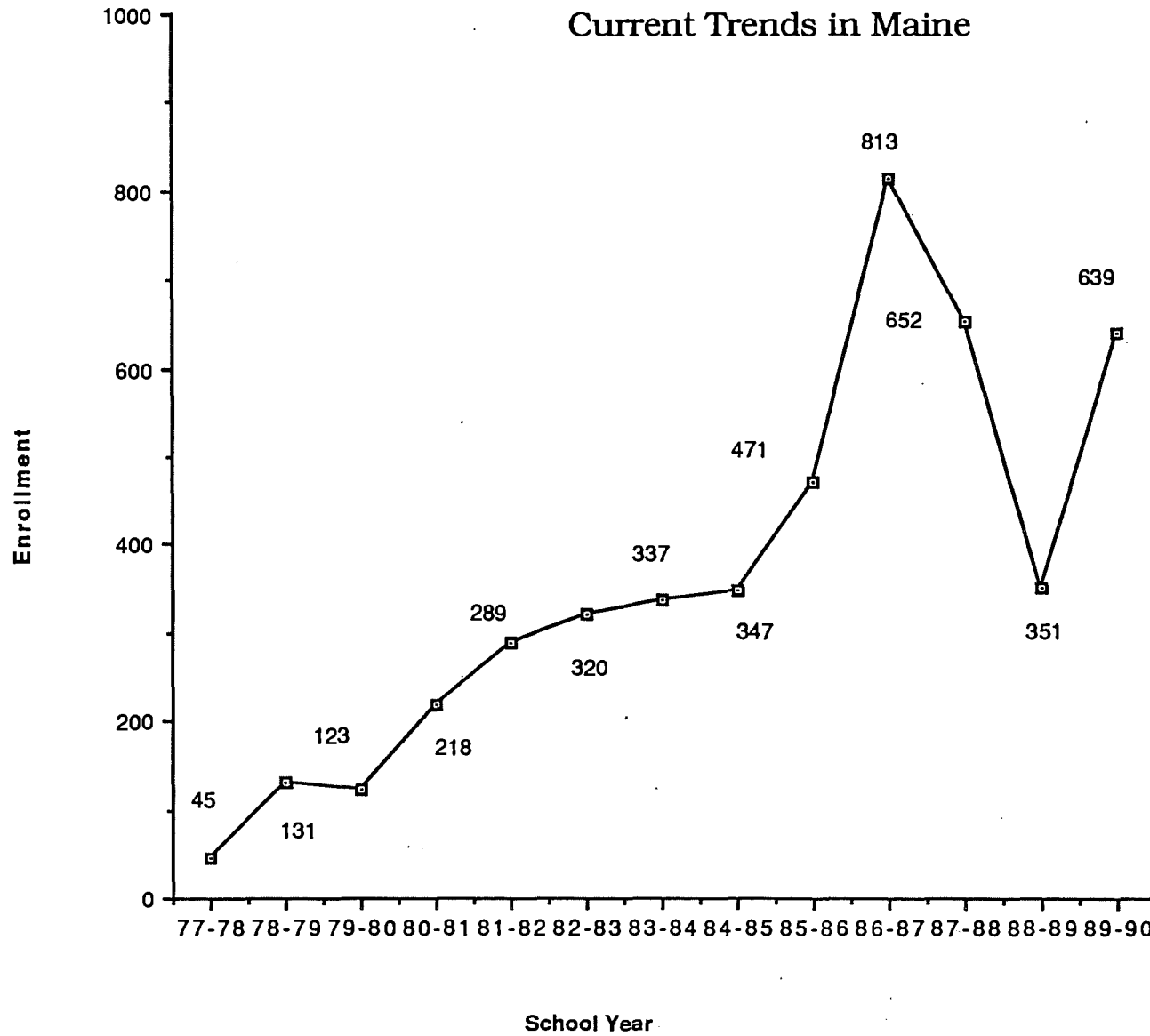
Number of School Systems

(There are 183 school systems statewide)

Source: DECS - Transition Program for Refugee Children, 1989

School Enrollments of Refugee Children

Current Trends in Maine



Source: Maine Department of Educational & Cultural Services
Federal Projects for Minority Language (1989)

PART II

MAINE EDUCATIONAL ASSESSMENT: THE ACADEMIC
CONDITION OF LANGAUGE MINORITY CHILDREN

LANGUAGE MINORITIES' PERFORMANCE ON THE MAINE EDUCATION
ASSESSMENT, 1985 - 1989

Background

Legislation

Acting on recommendations of the Governor's Commission on the Status of Education in Maine, the Maine State 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 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 1985-89. 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 16 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 made up of 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). In 1988-89 these categories identified students as either: 1) monolingual - English only; 2) bilingual - fluent in English 3) bilingual - limited English proficient. 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 among each of these categories with 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. Totals will not compare with others cited in this report from other sources for the above reason and because not all students completed the tests or coded this part of the test. Percentages may not add to 100 percent, either due to roundoff error or because of a non-response by some students.

CONCLUSIONS

Given that four 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. 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, more than 100 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 two (Grades 4 and 5 writing) than the scores of monolingual English peers and lower than the state average (except Grades 4 and 5 writing). Bilingual students who are fluent in English (1988-89) also performed overall below their monolingual English peers.

At the outset, these results would appear disturbing. Two significant variables must be taken into account. Ostensibly, one would not expect limited English proficient students to score above any fluent English 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 (prior to 1988) 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. Present reporting of scores of subgroups now differentiates 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 (i.e., 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). Of course, the MEA does not provide this. In addition, the identification of bilinguals who are fluent in English has been managed at the LEA level with gross subjectivity. Almost all students with any reasonable command of conversational English skills were included in this group though LEA's were advised otherwise. It is the SEA's intent to track a sample of schools reporting large numbers of such students to examine other variables to establish why their scores fail to demonstrate academic comparability to the English monolingual subgroup.

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.

1985 - 89

LANGUAGE MINORITY SUBGROUP STATEWIDE REPORT

MAINE EDUCATIONAL ASSESSMENT

GRADE	MEA LEP PARTICIP.	TOTAL LEP STATE-WIDE	SECOND LANGUAGE STATUS	% of MEA STUDENTS	STATE SCALED MEAN SCORES					
					READING	WRITING	MATH	SCIENCE	SOC. ST.	HUMANITIES
4	53	94	Monolingual English	75	253	251	258	263	248	253
			Bilingual/English Fluent	2	226	278	263	232	225	233
			Bilingual/Limited English Proficient	0	100	174	184	153	127	102
			All Students Statewide	--	250	250	255	260	245	250
5	57	113	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
6	60	121	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
7	47	95	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	51	102	Monolingual English	73	259	248	285	256	248	263
			Bilingual/English Fluent	3	225	232	271	219	212	216
			Bilingual/Limited English Proficient	0	100	110	243	123	145	100
			All Students Statewide	--	225	250	285	255	245	260
9	49	104	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
10	71	161	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
11	59	151	Monolingual English	67	272	250	252	259	251	248
			Bilingual/English Fluent	3	228	222	229	214	220	227
			Bilingual/Limited English Proficient	0	110	144	201	106	111	124
			All Students Statewide	--	270	250	255	250	250	250
12	69	138	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

PART III

SEA REVIEW AND DATA COLLECTION DETAIL
FOR MAINE LEA's

PART III: A REVIEW AND DATA COLLECTION DETAIL FOR MAINE LEA's

Recipients of funds under Title VII are 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. Three Maine LEA's received such funding support for their four 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 King Middle School for a middle level multilingual career-focused program. Portland operates multilingual education programs at all other grade levels too, but at local expense. Portland is also recipient of a Title VII academic excellence project (M.A.I.N.E.). Because this is a national dissemination project, it is not SEA monitored for purposes of this data collection report.
3. Maine School Administrative District #33 operates a program of bilingual education (French/English) for its francophone elementary students. Its service area includes Frenchville, St. Agathe, and Sinclair.

Charts over the next several pages detail several criteria reviewed at each of those sites, pursuant to §548.10 of the regulations.

Non-recipients of Title VII funds are referred here to as "low-incidence language minorities." Limited data is collected for those sites beyond home language identification for all students. LEA's who have received technical assistance from the SEA either under Title VII or Title IV (Civil Rights Act) provide comprehensive data on the educational condition of their LEP children. A sub-report of that data is included in this section.

1988-1989 SEA REVIEW FOR ESEA TITLE VII FUNDED PROJECTS

STATE OF MAINE Department of Educational and Cultural Services

Authorization: P.L. 58-511 Sec. 732 (Oct. 19, 1984) and Part IV 34 CFR Subpart B of the regulations subsection 548.10 (August 16, 1985).

Source of the data: on-site reviews by SEA

A. Total number of children in public schools

Portland PALS - 7932

Portland CLASS - 7932

SAD 33 - 541

MIE HBMI - 494 (K-4 at MSAD #29)

MIE Township - 300

MIE Pleasant Point - 300

B. Total number of children in private schools

Portland PALS - 937

Portland CLASS - 937

SAD 33 - 0

MIE HBMI - 0

MIE Township - 0

MIE Pleasant Point - 0

C. i. Total number of limited English proficient students: (public and private):

Portland PALS - 259

Portland CLASS - 259

SAD 33 - 176

MIE HBMI - 45

MIE Township - 115

MIE Pleasant Point - 83

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ii. Methods used to identify LEP students:

Portland PALS - Refugee Resettlement; home language survey; home/school liaison referrals;

Portland CLASS - home language survey; IPT; LAB; Ekwall; Slosson; teacher observation; (comprehensive entry & exit criteria)

SAD 33 - home language survey; LAB for Grade 4; teacher questionnaires; LEA serves all K-2 children

MIE HBMI - Parental referrals; newsletter solicitation

MIE Township - Parental requests; all students enrolled are eligible

MIE Pleasant Point - Parental requests; all students enrolled are eligible

iii. Educational condition of LEP students:

Number retained in grade:

Portland PALS - 3 (due to age)

Portland CLASS - 0

SAD 33 - 4 (K-2)

MIE HBMI - N/A

MIE Township - 0

MIE Pleasant Point - 3

Number referred to/placed in special education:

Number of dropouts:

Portland PALS - 0

N/A

Portland CLASS - 1 placed; 1 P.E.T. exiting

0

SAD 33 - 5 (K-2)

N/A

MIE HBMI - N/A

N/A

MIE Township - 30

0

MIE Pleasant Point - 16

0

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D. Number of LEP students enrolled in programs to meet their needs:

Portland PALS - 204

Portland CLASS - 26

SAD 33 - 16 (K-2)

MIE HBMI - 17

MIE Township - 115

MIE Pleasant Point - 82

Description of such programs:

Portland PALS - Piagetian & developmental preschool multilingual

Portland CLASS - transitional bilingual education; multilingual language arts; career awareness; multilingual math, science, and social studies and study skills for mainstreaming transitionals

SAD 33 - transitional bilingual education; L2 developmental program receives local support

MIE HBMI - transitional bilingual/bicultural education; fluency in L1L2 design

MIE Township - Transitional bilingual/bicultural education; fluency in L1L2 design

MIE Pleasant Point - Transitional bilingual/bicultural education; fluency in L1L2 design

E. Number of LEP students who need/could benefit from such programs:

Portland PALS - 204

Portland CLASS - 204

SAD 33 - 176

MIE HBMI - K-8: 45

MIE Township - 115

MIE Pleasant Point - 82

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F. Number of LEP students to receive instruction through Title VII program:

Portland PALS - 40

Portland CLASS - 26 public lep; 7 private lep; 3 mainstream Khmer; 5 non-lep

SAD 33 - 120 (K-2); 72 (3-4 in 1989-90)

MIE HBMI - 26 LEP; 9 non-LEP (Houlton Elem; Lambert; St. Mary's)

MIE Township - 115

MIE Pleasant Point - 82

G. Statement of Title VII LEA's ability to serve LEP students:

Portland PALS - school acceptance; integrated library; staff training; native staff; administrative services; excellent facilities

Portland CLASS - native facilitators; materials resource bank; widely disseminated curriculum materials; administrative support; active PAC; career awareness in place; tutorial support; Folk Tale reader developed and in place as well as geography unit

SAD 33 - 90 percent French/English staff; supportive community; methods course underway; bilingual coordinator is committed to project; principal and support staff are bilingual

MIE HBMI - Native speaker staff (Maliseet); tribal support

MIE Township - Native speaker staff; tribal support; veep is bilingual education pioneer; Indian materials library

MIE Pleasant Point - Native speaker staff; tribal and school board support; immediate access to local Passamaquoddy Museum and Resource Center

Need for further training of personnel:

Portland PALS - "Feeling Tone"; attitudes, preschool pedagogy; Piagetian training; childhood development

Portland CLASS - to further college education of native language staff; CALLA methodology; state innovative grant for video production; computers

SAD 33 - course on biliteracy; whole language theory; culture-focused children's literature; testing and measurement; all courses need to be conducted on site because of geographic isolation

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MIE HBMI - Teaching methods/materials; parent training; curriculum development

MIE Township - curriculum development; technical support for sequential lesson planning; behavioral dynamics of substance abuse; parental involvement

MIE Pleasant Point - none cited; Pleasant Point will be host site for 1990 Indian education conference

H. Resources Needed to develop, operate, improve program:

Portland PALS - bus; pool lifeguard; local funding to institutionalize program

Portland CLASS - sustained funding; computer hardware and software

SAD 33 - funds for inservice coursework; IHE funding to support staff development for graduate credit; French curricula materials

MIE HBMI - new personnel need training; adoption of current curriculum, including culture

MIE Township - ongoing staff training; materials research on the transition of oral culture to one that is disappearing; K-12 master curriculum that is culturally relevant

MIE Pleasant Point - local funding of qualified Passamaquoddy teacher

I. Activities to be undertaken:

Portland PALS - search for alternative funding; Piaget and developmental learning targeted for pre-K - Kdg. levels extension of "Big Book" training

Portland CLASS - videotape production for dissemination; 3 state innovative grants (computer, video production, summer school); PAC culminating project; poster contest; completion of revised entry - exit criteria; curriculum development (geography); dissemination of career awareness; November multicultural festival

SAD 33 - children's literature inservice; integration of content area that are interdisciplinary; ethnic heritage as local commitment; entry/exit criteria are under development

MIE HBMI - summer program innov. grant; strengthen student recruitment; union grant applic; HBMI Resource Ctr. training; Maliseet reference book now under publication; participate in summer math/science project under Title II

MIE Township - curriculum in-service; Lee Academy to pursue career-based special alternative project for Pasamaquoddies under Title VII

MIE Pleasant Point - Lee Academy Title VII initiative for career education

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Capacity building:

Portland PALS - no plan for administrative call for local funding; adequate supplies, school lunch; bldg. level support; training; space; printing; postage

Portland CLASS - innovative grant applications to DECS; 3 part-time facilitators are LEA funded; office space; substitute teachers; staff development; computers are on the way

SAD 33 - bilingual staff is in place; LEA has history of bilingual education institutionalization from earlier T-7 project; PAC support for bilingual education is strong and is likely to continue; office space and equipment are LEA provided, support staff helps on request; locally developed materials; pre/post testing to be absorbed by LEA; state-funded innovative grants award for bicultural studies

MIE HBMI - Indian institute participation; MIE 5-yr. plan biling educ. inclusion; dev. of curriculum materials; strengthened Indian self-image; Board provision of space and materials; Littleton Dev. Corp. to set up bilingual education classroom; extend program to adults

MIE Township - one locally funded aide; very strong management of project; tribe will probably support all staff at project's end; resource center being developed

MIE Pleasant Point - daily Passamaquoddy support to be sustained tribally

J. Goals of the program and how they will be measured:

Portland PALS - objectives related to several project components - measured by independent evaluator; parents/students - pre/post gains measurement (eval: Zusman, Devito)

Portland CLASS - See above for PALS (except that parents are not part of goal attainment measures.)

SAD 33 - self-esteem to be measured as criterion of program success; standardized pre/post testing; self-image inventory underway; summative evaluation (pre/post) at each spring to be conducted by independent evaluator

MIE HBMI - Board's educ. coord. to monitor project progress; DiCenso is indep. evaluator - no report to date; no pre-/post testing available to date

MIE Township - evaluation has not been monitored to date; DiCensor's indep. evaluator; no report to date; no pre-/post-testing available to date

MIE Pleasant Point - Evaluator has not appeared at the site to date; no pre/post tests available to date; Maine Education Assessment scores at Pleasant Point now exceed those of the other two reservations.

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Additional observations; notes:

Portland PALS - very high morale; bus needed to accommodate schedule; critical need for local funding else, program ends

Portland CLASS - numerous replication requests from LEA's including interest by commercial publishers; part-time secretary deleted by T-7 from C.L.A.S.S. resulted in an inability to sustain the current momentum for project dissemination.

SAD 33 - full program integration is occurring; project director will participate in 1989 testing institute, since it was cited as a need; additional training for regular staff is underway.

MIE HBMI - Comprehensive eval. report recommended; PAC meetings need to occur more frequently; HBMI Educ. Committee now underway; IREC Center one should be solicited for training support

MIE Township - will probably submit a refocused proposal for Title VII for 1990-91

MIE Pleasant Point - Tribe is expected to absorb local cost of bilingual aide; Pleasant Point is host site for 1990 Indian education conference.

88-89 REVIEW OF MAINE PUBLIC SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PUBLIC *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
Auburn *	6	Teacher, Admin. referral IPT, LAB, HLS	0	2	0	6	P.O.-ELD & CALLA	NK		Curriculum development; <u>Lau</u> plan development
Augusta * (phone calls & Mailings)	32	LAB	NK	NK	NK	32	I.C.-ELD & CALLA	NK		
Bangor *	32 Approx.	IPT, LAB, Teacher referral	NK	NK	2	20	P.O.-ELD & CALLA	Yes		Curriculum development; <u>Lau</u> plan development; full-time ESL teacher
Bath * W. Bath (Union #47)	7	Parent referral, LAB, BSM, IPT	NK	2	NK	3	P.O.-ELD & CALLA	No		Development of <u>Lau</u> plan; tutor training and implementation
Belfast *	7	Parent referral, LAB, BSM, IPT	0	0	0	6	P.O.-ELD & CALLA	No		Development of <u>Lau</u> plan
Biddeford	5	NK	NK	NK	NK	5	ELD	NK		Development of <u>Lau</u> plan
Brewer *	2	Parent referral, teacher referral, TOLD	NK	NK	NK	1	P.O.-ELD	NK		Tutor training; <u>Lau</u> plan development
Brownville *	2	Parent referral, BSM, IPT, LAB	0	0	0	2	P.O.-ELD	NK		Tutor training; <u>Lau</u> plan development
Brunswick *	30	HLS, referral LAB, IPT	0	Maybe 1	0	30	ELD & CALLA	Yes		<u>Lau</u> plan development; guidelines for Sp.Ed. LEP's referral & evaluation

See end for legend of abbreviations.

88-89 REVIEW OF MAINE PUBLIC SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PUBLIC *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
Bucksport *	8	Teacher referral, Maculaitis, BINL, LAB	NK	0	0	6	P.O.-ELD & CALLA	NK		<u>Lau</u> plan development
Buxton *	4	HLS, IPT, LAB, teacher referral, immigration test	NK	NK	NK	4	I.C.-ELD & P.O.-CALLA	NK		<u>Lau</u> plan development; curriculum design
Camden *	4	LAB, IPT	NK	NK	NK	4	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; professional development for tutor
Cape Elizabeth *	1	Parent referral Language therapist observation, IPT	0	0	0	1	I.C.-ELD	NK		<u>Lau</u> plan
Dover-Foxcroft	1	Teacher referral	NK	NK	0	1	ELD & CALLA	NK		Tutor training; <u>Lau</u> plan;
SAD #35 * Eliot So. Berwick	4	Teacher referral	NK	1	NK	4	ELD & CALLA	NK		Tutor training; <u>Lau</u> plan; Sp.Ed. LEP guidelines
Ellsworth *	2	School screening	NK	NK	0	2	P.O.-ELD & CALLA	NK		<u>Lau</u> plan
SAD #40 * Friendship Waldoboro Warren Union	1 3 2 1	IPT, LAB, teacher referral, consultant referral	NK	NK	0	3	P.O.-ELD	Yes		<u>Lau</u> plan; tutor training development

See end for legend of abbreviations.

88-89 REVIEW OF MAINE PUBLIC SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PUBLIC *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
Gardiner *	3	Parent referral, Multi-criteria	1	0	0	2	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; tutor training
Greenville *	4	BINL; LAB	NK	NK	NK	2	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; tutor training
Hallowell *	8	Multi-criteria	NK	NK	1 Left district	0	--	NK		<u>Lau</u> plan
Hartland	1	Teacher referral LAB	NK	NK	0	NK	NK	--		<u>Lau</u> plan; ESL tutor
Houlton *	3	Teacher referral LAB	NK	NK	NK	NK	NK	NK		<u>Lau</u> plan
Howland *	2	Parent referral, School referral, LAB	0	0	0	2	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; tutor training
Jefferson *	1	Multi-criteria, School referral, LAB	0	0	0	1	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; provision of services
Kennebunk *	30	IPT, LAB	NK	NK	NK	30	P.O.-ELD & CALLA	NK		<u>Lau</u> plan
Kittery *	12	BINL, LAB	All will have moved away by 6/89			12	ELD & CALLA	NK		<u>Lau</u> plan

See end for legend of abbreviations.

88-89 REVIEW OF MAINE PUBLIC SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PUBLIC *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
Lewiston *	4	Teacher referral, LAB, IPT	NK	1 maybe	NK	3	ELD	NK		<u>Lau</u> plan; tutor training district-wide identification; Sp.Ed. LEP guidelines
Limestone *	9	NK	NK	NK	NK	7	ELD	NK		<u>Lau</u> plan; tutor training
Lisbon Falls *	3	IPT	NK	NK	NK	1	ELD	NK		<u>Lau</u> plan
Machias *	1	Parent referral	NK	NK	NK	NK	NK	NK		English language prof. testing; <u>Lau</u> plan; provision of services
Madawaska	10	HLS	NK	NK	NK	NK	NK	NK		<u>Lau</u> plan; provision of services; ELP testing
Naples	2	HLS	NK	NK	NK	0	--	NK		<u>Lau</u> plan; ELP testing, provision of services
No. Berwick	4	NK	NK	1	NK	3	ELD	NK		<u>Lau</u> plan; Sp.Ed. LEP guidelines
Old Town *	10	Informational Assessment; HLS	NK	NK	NK	9	P.O.-ELD & CALLA	NK		<u>Lau</u> plan; Sp.Ed. LEP
Orland *	2	IPT Consultant referral	S's Moved to Bucksport for 89-90 School Year			0	--	Yes		Process for identification
Orono *	10	Teacher referral Multi-criteria LAB	Maybe NK	1	NK	0	--	Yes		<u>Lau</u> plan; provision of appropriate language services; Sp.Ed. LEP guidelines

See end for legend of abbreviations.

88-89 REVIEW OF MAINE PUBLIC SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PUBLIC *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
SAD #17 * So. Paris Oxford	3	IPT, LAB	NK	NK	0	1	P.O.-ELD & CALLA	NK		Lau plan; provision of services; monitoring
Pemaquid *	3	IPT, LAB	0	0	0	3	P.O.-ELD & CALLA	NK		Lau plan; continuation of services @Lincoln Academy
Rockland *	4	LAB, informal assessment	NK	NK 3 moved to Waldoboro	0	1	P.O.-ELD	NK		Lau plan; provision of services
SAD #75 * Topsham So. Harpswell	20-22	Parent referral other	NK	NK	NK	20-22	P.O.-ELD & CALLA	NK		Full-time teacher; CALLA training; Lau plan development
Turner *	25	Migrant Ed., BSM	NK	2	NK	25	P.O.-ELD & CALLA	NK		Lau plan development; full- time teacher
Van Buren *	3	IPT, LAB teacher referral	NK	NK	0	3	P.O.-ELD	Yes		Lau plan; tutor training
Waterville *	1	IPT, guardian referral	0	0	0	1	--	--	Study Skills	Lau plan; tutor training
Winter Harbor	1	HLS	NK	NK	0	--	--	NK		Lau plan; ELP testing
Winterport * Hampden	7	Multi-criteria	NK	NK	NK	7	P.O.-ELD & CALLA	NK		Lau plan; development
Yarmouth *	1	Teacher referral	NK	1	NK	0	--	Yes		Non-discriminatory Sp. Ed. evaluation
TOTAL PUBLIC SCHOOLS	343		1	12	2	265				

See end for legend of abbreviations.

1988-89 REVIEW OF PRIVATE SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

LEA's PRIVATE *MULTIPLE VISITS	LEP S's GIVEN T.A.	METHODS BY WHICH LEP ID' ED	EDUCATIONAL CONDITION:			# LEP S's ENROLLED IN PROGRAMS TO MEET NEEDS	TYPES OF PROGRAMS			TRAINING NEEDS
			NO. RETAINED	NO. SPEC. ED.	NO. DROP-OUTS		ESL	CH. 1	OTHER	
Bangor-St. Mary's *	5	LAB, IPT, HLS	0	0	0	2 thru Bangor	P.O.-ELD	NK		Identification of S's, <u>Lau</u> plan development
Biddeford - St. Joseph's	1	HLS, IPT	NK	NK	NK	NK	NK	NK		
Dover-Foxcroft Academy	1	School Referral	NK	NK	NK	NK	NK	NK		
Lincoln Academy	2	LAB, district referral	NK	NK	NK	0	--	--		<u>Lau</u> plan; provision of services
Portland - St. Joseph's	1	LAB	1	0	0	0	--	--		<u>Lau</u> plan
TOTAL PRIVATE SCHOOLS	10		1	NK	NK	2	2	--		
TOTAL PUBLIC & PRIVATE SCHOOLS	353		2	12	2	269				

ABBREVIATIONS USED:

LEA = Local education agency
 LEP's = Limited English proficient students
 TA = Technical assistance
 ESL = English as a second language
 ELD = English language development
 CALLA = Cognitive academic language learning approach
 CH. 1 = Chapter 1
 NK = Not known

HLS = Home language survey
 IPT = Idea Proficiency Test
 I.D. = Identified
 I.C. = In-class
 P.O. = Pull-out
 BINL = Basic Inventory of Natural Language
 Spec.Ed = Special education
 LAB = Language Assessment Battery