MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
http://legislature.maine.gov/lawlib

STATE OF MAINE

Department of Education
Federal Projects for Language Minorities
Division of Curriculum
Augusta, ME

DATA COLLECTION REPORT
ON LANGUAGE MINORITY CHILDREN

October 1991

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 Language 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 EDUCATION

Division of Curriculum

Federal Projects for Language Minorities

Eve M. Bither, Commissioner
Polly Ward, Deputy Commissioner
William H. Richards, Ed.D., Associate Commissioner --
Bureau of Instruction

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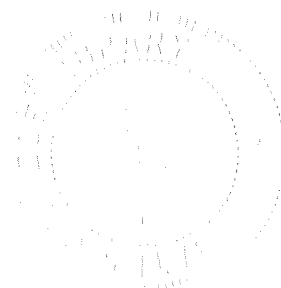Division of Curriculum

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

ACKNOWLEDGEMENTS

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

The state education agency has assured 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 Education; and the Maine Advisory Committee to the U.S. Commission on Civil Rights. There are others as well.

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.   Total numbers of monolingual-English and bilingual children in Maine, including children of limited English proficiency, K-12. Totals are for public schools, private schools, and combined public and private schools.

B.   Lau home language survey return rate (pie chart).

C.   Distribution of minority languages spoken by school-age children:

1.   Pie chart: language distribution
2.   Graph: recent trends in native usage of major non-English languages among school-age youth in Maine.
3.   Native languages spoken by Maine children (detailed listing).

D.   Graph: LEA high concentration language minority children.

E.   Pie chart: Distribution of public schools enrolling language minority students.

Part II: **SEA Review and Data Collection Detail for Maine LEAs**

A.   Review of schools enrolling low incidence language minority students.

B.   SEA review of ESEA Title funded projects

1.   Portland Public Schools (Projects C.L.A.S.S., TALK, and C.R.E.A.T.E.)
2.   M.S.A.D. #33 (Bilingual Education Project)

Part III: Maine Educational Assessment 1988-91: Grades 4, 8, and 11 on the Academic Condition of Language Minority Children (9 grades total)

    A. Subgroup data relating to language minority students' performance in reading, writing, mathematics, science, social studies, and the humanities.

    B. Interpretation of the results.

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

PART I

SUMMATIVE DATA

1990-91 SEA REVIEW OF ALL LEA'S SERVED

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: 204,710

B. Total number of children in private schools:

Statewide: 11,462

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

Public: From Title VII reports only: 495
Public: From Title IV reports only: 478
Public: All Other: 970
Private: 40
Total Public & Private: 1983

ii. Methods used to identify LEP students

o Ekwall   o Admin/Therapist referrals   o IPT
o Slosson   o Parent Referrals   o BSM
o MEA   o Teacher Referrals   o LAB
   identifi-   o Home language survey   o LAS
   cation   o Migrant ed. referrals   o TOEFL
                                                   o Informal assessments

Number retained in grade:

From Title VII reports: 3
From Title IV reports: 3

Number referred to/placed in special education:

From Title VII reports: 16
From Title IV reports: 39

Number of dropouts:

From Title VII reports: 7
From Title IV reports: 2

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

From Title VII reports only: 495
From Title IV reports only: 210

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

From Title VII reports only: 408
From Title IV reports only: 478

---

*Title VII sites include four projects from Portland and one from MSAD #33 (St. Agatha/Frenchville)

STATE OF MAINE PUBLIC SCHOOL HOME LANGUAGE SURVEY TOTALS 1990-91

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	17691	13551	77	319	126
1	17359	14343	83	330	152
2	17889	14777	83	410	176
3	17686	15241	86	400	181
4	17632	16546	94	508	158
5	15999	14089	88	400	133
6	15738	14291	91	412	128
7	15473	13963	90	370	127
8	14679	13324	91	506	159
9	13043	11732	90	390	116
10	13349	12098	91	450	137
11	14180	11229	79	574	157
12	13905	10974	79	615	175
UNGRADED	87	63	72	33	18
TOTALS	204710	176221	86	5717	1943

STATE OF MAINE PRIVATE SCHOOL HOME LANGUAGE SURVEY TOTALS 1990-91

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	730	574	79	21	3
1	733	556	76	29	0
2	713	604	85	28	3
3	699	492	70	29	4
4	653	485	74	21	2
5	604	289	48	10	0
6	580	284	49	15	1
7	440	216	49	7	0
8	483	249	52	18	1
9	1294	774	60	23	5
10	1467	829	56	44	4
11	1392	893	64	60	13
12	1288	613	48	31	4
UNGRADED	386	386	100	11	0
TOTALS	11462	7244	63	347	40

****
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 1990-91

GRADE	# ENROLLED STUDENTS	# LAU RETURNED	% LAU RETURNED	# NATIVE BILINGUALS	# IDENTIFIED LEP
K	18421	14125	77	340	129
1	18092	14899	82	359	152
2	18602	15381	83	438	179
3	18385	15733	86	429	185
4	18285	17031	93	529	160
5	16603	14378	87	410	133
6	16318	14575	89	427	129
7	15913	14179	89	377	127
8	15162	13573	90	524	160
9	14337	12506	87	413	121
10	14816	12927	87	494	141
11	15572	12122	78	634	170
12	15193	11587	76	646	179
UNGRADED	473	449	95	44	18
TOTALS	216172	183465	85	6064	1983

****
ABBREVIATIONS

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

LAU Survey Return Rate
1991

Maine Public Schools
(152 LEA's)

18 LEA's

134 LEA's
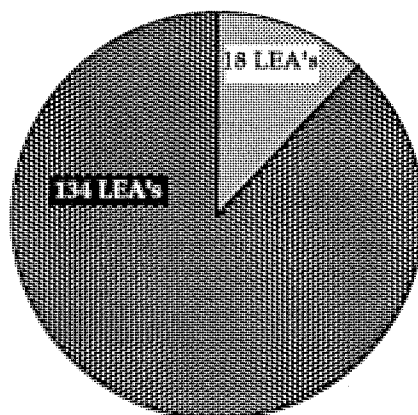
- ▦ 8.5 % Partial Returns
- ▦ 91.5 % Full Returns

Maine Private Schools
(95 Schools)

26 Schools

17 Schools
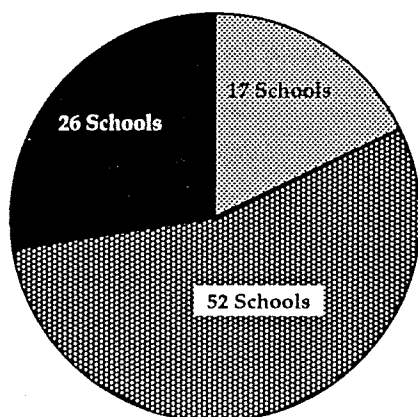
52 Schools

- ▦ 21 % Partial Returns
- ▦ 52 % Full Returns
- ■ 27% Delinquent Returns

Source: Maine Department of Education Federal Projects for Language Minorities, 1991

Minority Languages

Spoken Natively by Children in Maine's Public & Private Schools 1990-91
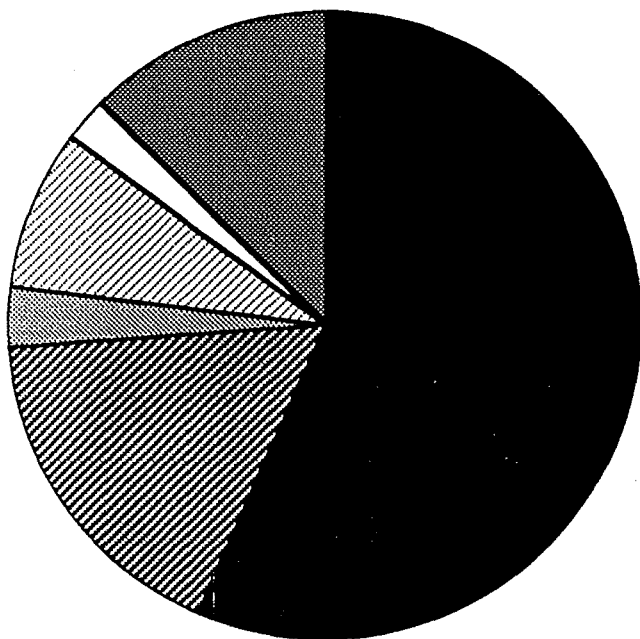
Language, # of Students, Percentage

■ French 3,423 (56.4%)

▨ Asian (22 Languages) 1,067 (17.6%)

▨ German 177 (3%)

▨ Spanish 502 (8.2%)

☐ American Indian (6 Tribal Languages) 137 (2.3%

▨ Other (54 Languages) 758 (12.5%)

Recent Trends in Native Usage of Major Non-English Languages Among School-Age Youth in Maine

Number of Native Speakers

School Year
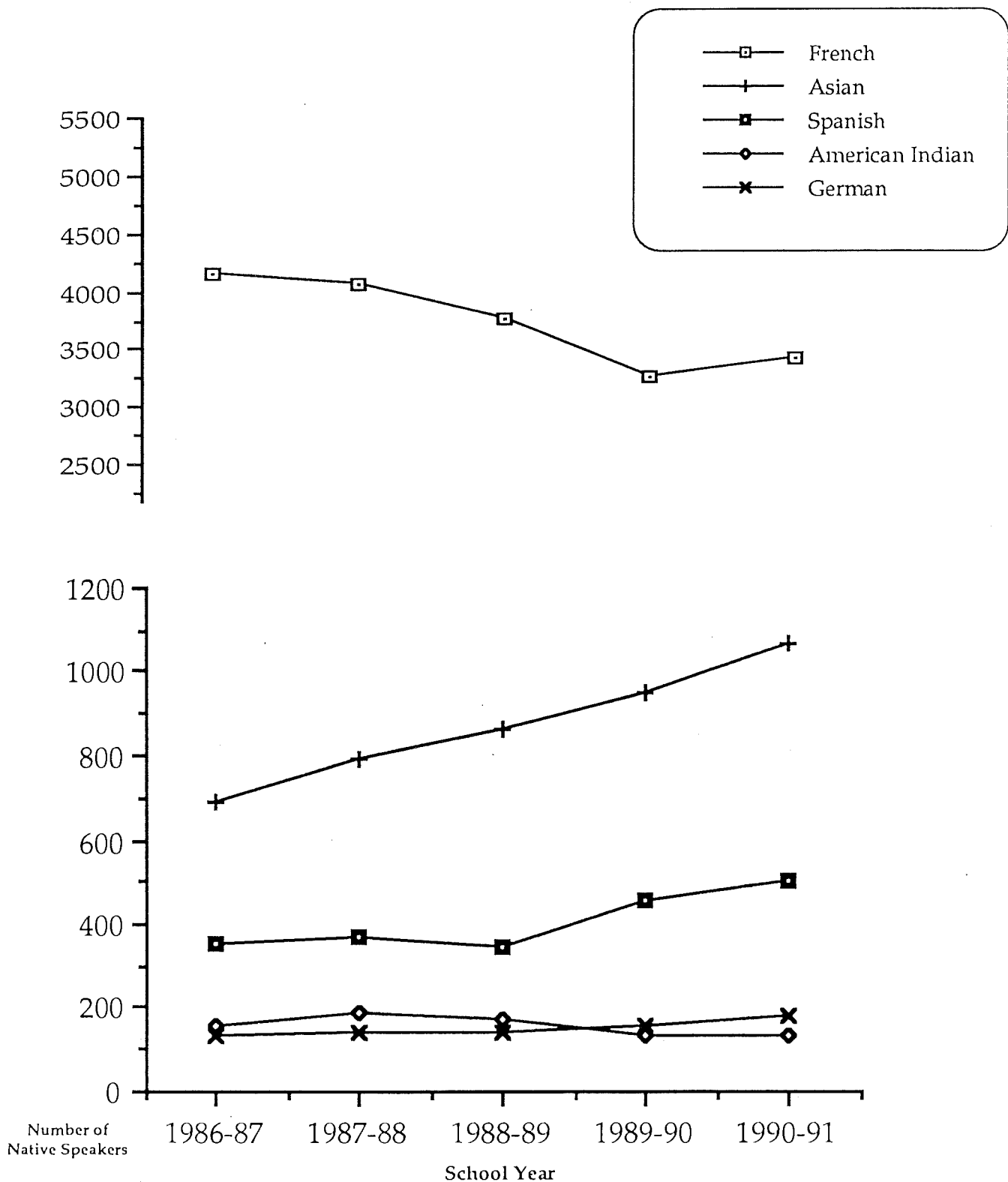
Recent Trends in K-12 Enrollments of Language Minority Children 1985-91

Number of Students

7000

6000 — 5,803   6,072   6,022   6,455   6,323   6,064

5000

4000

3000

2000 — 1,822   1,983

1000 — 900   1,106   1,398   1,601

0

1985-86   1986-87   1987-88   1988-89   1989-90   1990-91

School Years
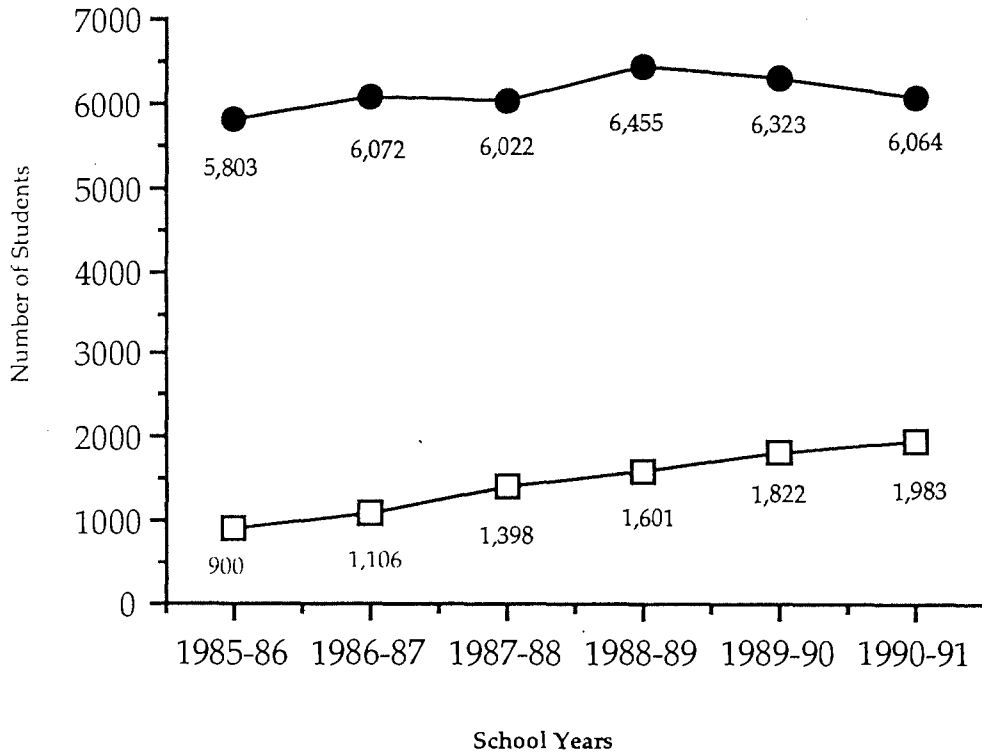
(LEP + Non-LEP)

● —— Bilinguals

□ —— LEP's

Percentage Distribution of Maine Public Schools Enrolling Language Minority Students - 1991
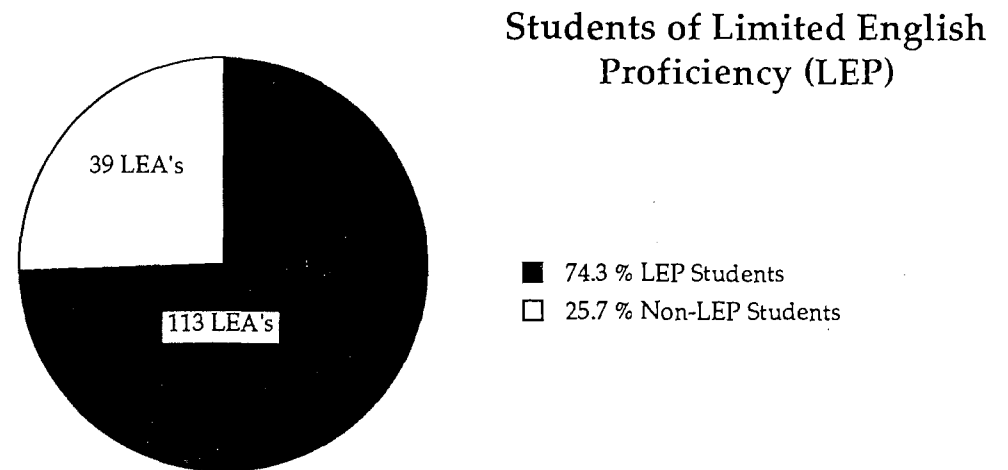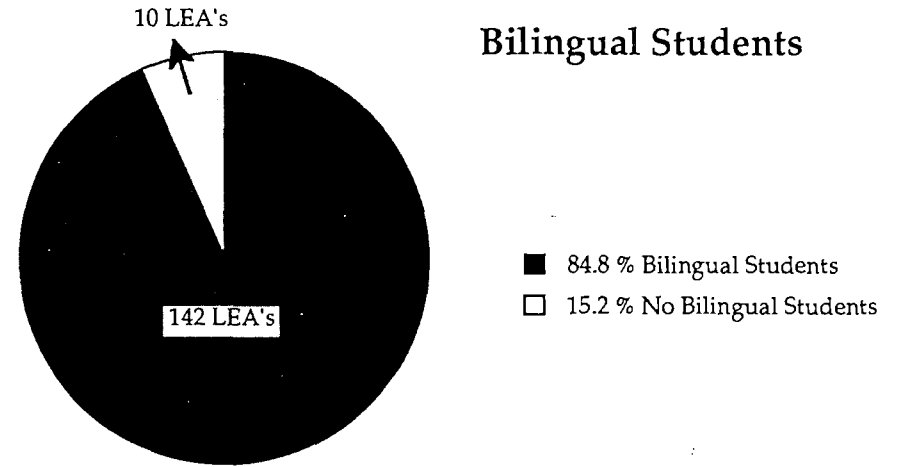
Bilingual Students

10 LEA's

142 LEA's

■ 84.8 % Bilingual Students
□ 15.2 % No Bilingual Students

Students of Limited English Proficiency (LEP)

39 LEA's

113 LEA's

■ 74.3 % LEP Students
□ 25.7 % Non-LEP Students

Source: Maine Department of Education, Federal Projects for Language Minorities, 1991

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1990 - 91

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
American Sign (Including Cued Speech)	216	8	1
Amharic	7		
Arabic	13	1	3
Aujarceti	2		
Bambra	1		1
Bengali	2		1
Bulgarian	2	1	1
Burmese	2		
Carribbean English	1		
Catalan	2		
Cebuano	1		
Cerrurl	1		
Chamorro	1		
Chinese (Cantonese/Mandarin)	151	4	5
Creole	3		
Croatian		1	
Czech	12	1	
Danish	7		
Dari	20		
Dury	2		
Dutch	11	1	
Farsi (Persian)	41		2
Finnish	12		

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1990 - 91

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Flemish	1		
French	3238	185	17
German	172	5	8
Ghanaian	1		
Greek	55	3	1
Guamian	1		
Gujarati	3		
Hawaiian Samoan	1		
Hebrew	16		1
Hindi	15	1	1
Hungarian	4		
Icelandic	7	2	1
Indian (See Tribal Languages)			
Irish (Celtic)	1		
Italian	41	3	4
Jamaican	1		
Japanese	39	1	
Kannada		1	1
Khmer (Cambodian)	378	5	1
Korean	106	3	
Kuscien	1		
Lao	50		
Lebanese	1	1	1
Malayalan	2		1

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1990 - 91

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Marathi	2	2	1
Maya	1		1
Nepalese	2		
Norwegian	12	3	
Oriya	1		
Pangasinan	1		
Pashto	4		1
Pauluan	1		
Philippino	30	1	
Polish	67	13	3
Portugese	33	3	
Punjabee	2		
Punjali	1		
Romanian	10		
Russian	30		
Saoul		1	
Sesotho	1		
Sotmo	1		
Spanish	491	11	21
Swedish	25	1	
Tagalog	37	1	
Taiwanese	7		
Tamil	4		
Tegrinian	2		

NATIVE LANGUAGES SPOKEN BY MAINE CHILDREN 1990 - 91

Language	# Speakers Public School	# Speakers Private School	# Trilinguals*
Teleugu	3		
Tribal Indian Languages:			
Cherokee	1		1
Maliseet	4	1	
Micmac	9		
Passamaquoddy	120	50	2
Penobscot	2		
Pueblo	1		
Thai	11	2	
Turkish	4		
Ukrainian	4		
Urdu	7		
Vachione	1		
Vietnamese	160	3	5
Unspecified Non-English Language Not Given	79	30	
Visayan	1		
TOTALS	5717	347	87

*NOTE: All but two trilingual reports are from public school students.

High Concentration Indigenous Language Minority Children in Maine Schools, 1990-91

NUMBER OF STUDENTS

Legend:
- ■ Bilingual
- ▦ Limited English Proficient

School Districts (x-axis):
- Madawaska
- MSAD 24 Van Buren
- MSAD 27 Fort Kent
- MSAD 33 Frenchville
- Lewiston
- Maine Indian Education Lee Academy

SCHOOL DISTRICTS
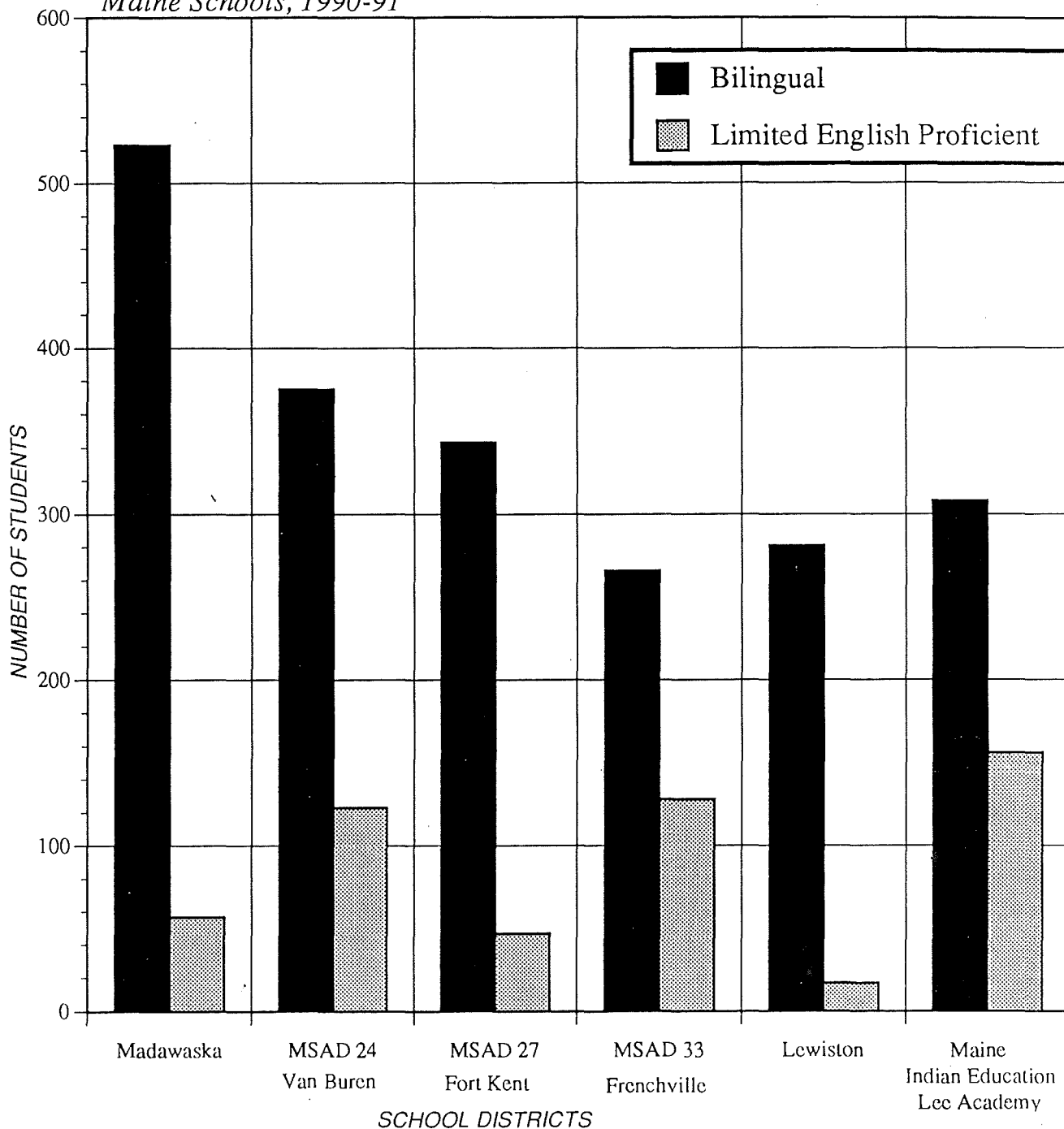
* *All but Maine Indian Education listed here enroll francophone (French Speakers) as their most populous language minority. The native of Indian children is primarily Passamaquoddy.*

Source: Maine Department of Education, Federal Projects for Language Minorities, 1991.

High Concentration Recent Immigrant Language Minority Children in Maine Schools, 1990–91
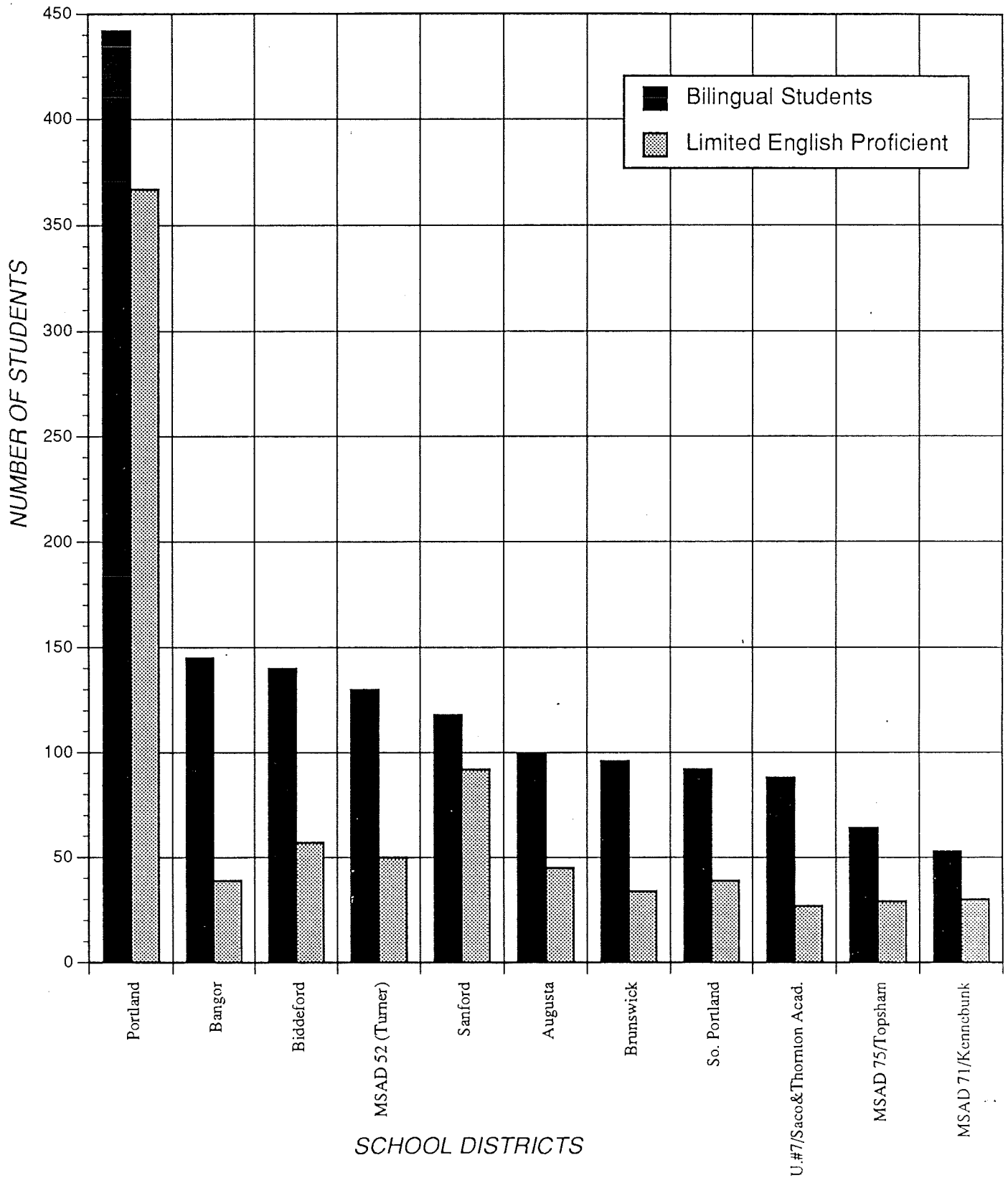
Source: Maine Department of Education, Federal Projects for Language Minorities, 1991.

PART II

SEA REVIEW AND DATA COLLECTION DETAIL

FOR MAINE'S LEAS

REVIEW OF SCHOOLS ENROLLING LOW INCIDENCE LANGUAGE MINORITY STUDENTS

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Auburn * V	14	14	K = 1 1st = 5 2nd = 3 3rd = 1 5th = 1 9th = 1 11th = 1 12th = 1	1,2,3,4	0	1	0	2	14	ESL, PO, IC	D, O
Augusta * V	45	45	K = 4 Pre-1st = 1 1st = 4 2nd = 1 3rd = 6 4th = 2 5th = 5 6th = 2 9th = 8 10th = 4 11th = 1 12th = 7	1,2,3,4	NK	0	0	0	45	ESL, PO	O
Bangor * V	1	18	NK	1	NK	1	NK	NK	1	ESL	P, O
bar Harbor * V CSD #7 U#98	4	4	K = 1 1st = 2 8th = 1	1,2,3,4	0	0	0	0	4	ESL, IC	D, P, O
Bath/ U#47 * V	NK	NK	NK	NK	NK	NK	NK	NK	0	---	P, O
Belfast * SAD #34	NK	NK	NK	NK	NK	NK	NK	NK	NK	---	D, P, O

* Multiple visits, phone calls, and/or mailings
V On-site TA

ESL = English as a second language
BE = Bilingual
PO = Pull-out
IC = In-class

1 = English language proficiency test
2 = Home language survey
3 = Teacher referral
4 = Parent referral

D = Description of appropriate educational procedures for LEP students
P = Provision of appropriate structured language program for LEP students
O = On-going training for ESL teacher
NK = Not Known
LEP = Limited English proficient
TA = Technical Assistance
S = Student

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Bethel/ SAD #44 * V	3	3	2nd = 1 5th = 1 H.S.= 1	1,3,4	NK	NK	0	NK	NK	---	D, P, O
Biddeford * V	16	54	K = 5 1st = 9 2nd = 4 3rd = 8 4th = 7 5th = 1 6th = 2 7th = 2 8th = 5 9th = 1 10th = 5 11th = 1 12th = 7	1,2,3,4	1	0	0	28	15	ESL, PO, IC	P, O
Boothbay/ Harbor/CSD 3 * V	3	3	1st = 1 4th = 1 6th = 1	2,4	0	0	0	0	3	ESL, PO, IC	D, P, O
Brewer * V	7	7	K = 1 2nd = 2 3rd = 1 4th = 1 7th = 1 8th = 1	1,4	NK	NK	NK	NK	6	ESL, PO	D, P, O
Brunswick	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO, IC	D, O
Bucksport	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Buxton * SAD #6	6	6	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO, IC	D, P, O
Calais/ * Union #106	1	1 or more	11th = 1	4	NK	NK	NK	NK	NK	NK	D, P, O
Camden * V SAD #28	2	2	K = 1 1st = 1	1,2,3,4	0	0	0	0	2	ESL, PO, IC	P, O
Caribou *	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O

Public LEA's Previously Served	# LEP Students Affected by IA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Cumberland * V SAD #51	2	2 or more	1st = 2	1,3	0	0	0	NK	2	ESL, PO, IC	D, P, O
Dexter SAD #46	1	1	2nd = 1	NK	NK	NK	NK	NK	NK	NK	D, P, O
Dixfield SAD #21	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Dover-Foxcroft * SAD #68	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Eliot/ * SAD #35	1	1 or more	10th = 1	NK	NK	NK	NK	NK	1	NK	D, P, O
Ellsworth *	4	4	1st = 2 2nd = 1 4th = 1	1,3	NK	NK	NK	4	NK	NK	D, P, O
Farmington * SAD #9	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Fort Kent * V SAD #27	47	47	K = 1 2nd = 5 3rd = 4 4th = 1 5th = 4 6th = 3 7th = 6 8th = 5 9th = 7 10th = 6 11th = 5	1	1	22	0	17	0	--	D, P, O
Freeport *	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Frenchville * V SAD #33	63	142	K = 10 1st = 12 2nd = 10 3rd = 10 4th = 10 5th = 5 6th = 8 7th = 8 8th = 9 9th = 10 10th = 6 11th = 11 12th = 19	1,2,3,4	NK	4	0	30	63	BE, IC	D

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Gardiner * V SAD #11	1	1 or more	2nd = 1	1,4	NK	NK	NK	NK	NK	---	D, P, O
Greenville * V U#60	2	2	5th = 1 9th = 1	1,2,3,4	NK	NK	0	NK	2	ESL, PO, IC	O
Hallowell * V SAD #16	1	1 or more	9th = 1	NK	NK	NK	NK	NK	NK	NK	NK
Hampden * V SAD #22	7	7	1st = 1 3rd = 1 4th = 2 7th = 1 8th = 1 9th = 1	1,2,3,4	0	1	0	0	7	ESL, PO, IC	O
Hancock * V Union #92	1	1	K = 1	4	0	0	0	NK	2	ESL, PO, IC	D, P, O
Howland * W. Enfield SAD #31	5	5	K = 2 T-1st = 1 7th = 1 9th = 1	1,3,4	NK	NK	NK	NK	5	ESL, PO, IC	D, O
Jackman * SAD #12	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Jay *	1	1 or more	5th = 1	3	1	NK	NK	NK	NK	---	D, P, O
Jefferson * V Union #51	1	1	8th = 1	1,2,3,4	0	0	1	0	1	ESL, PO, IC	D, P, O
Kennebunk * SAD #71	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO, IC	D
Kittery * V	4	4 or more	8th = 1 10th = 2 11th = 1	4	0	0	0	0	3	ESL, PO	P, O
Lewiston *	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Limerick * V	2	2 or more	K = 1	4	0	0	0	0	2	ESL, PO	D, P, O

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Lisbon * V Union #30	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	NK	P, O
Livermore Falls SAD #36 * V	7	7	1st = 2 3rd = 1 4th = 2 6th = 1 7th = 1	1,2,3,4	0	0	1	2	7	ESL, PO	D, O
Machias * Union #102	1	1 or more	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Madawaska * V	2	2	3rd = 1	1,3	0	0	0	1	0	--	D, P, O
Maine * Indian Education	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Mechanic Falls Union #29 * V	1	1 or more	7th = 1	1,3	NK	NK	NK	0	0	---	D, P, O
Mexico * V SAD #43	1	1 or more	Early K = 1	3	0	0	0	0	1	ESL, PO, IC	P, O
Milford * V Union #90	3	3	1st = 1 3rd = 1 7th = 1	1,2,3,4	NK	NK	NK	NK	3	ESL, PO, IC	O
Millinocket *	4	4 or more	Elem = 3 Middle Sch = 1	3	NK	1	NK	NK	NK	ESL	D, P, O
Naples SAD #61	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Old Town * V	Approx. 4	4 or more	12th = 1	NK	NK	NK	NK	NK	Approx. 4	ESL, PO	D, P, O

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Orono * V Union #87	26	26	K = 2 1st = 4 3rd = 1 4th = 2 5th = 2 6th = 1 Jr./Sr. HS = 14	1,2,3,4	NK	1	NK	NK	12	ESL, PO, IC	D, P
Portland * V	60	60 +	H.S. = 60	1,2,3,4	NK	1	NK	NK	60	ESL, BE, IC	O
Rockland * SAD #5	1	1 or more	H.S. = 1	NK	NK	NK	NK	NK	NK	NK	D, P, O
Saco * V Union #7	19	19	K = 1 1st = 1 2nd = 4 3rd = 1 5th = 2 6th = 3 7th = 2 8th = 1 9th = 3 12th = 1	1,2,3,4	0	1	0	1	17	ESL, PO, IC	D
Sanford *	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO, IC	D, O
Thomaston * SAD #50	3	3 or more	4th = 1 6th = 1 8th = 1	2,3,4	NK	NK	NK	NK	NK	NK	D, P, O
Topsham * V SAD #75	NK	NK	NK	1,2,3,4	NK	NK	NK	NK	NK	ESL, PO, IC	D, O
Turner * V SAD #52	18	18	Elem. = 15 M.S. = 2 H.S. = 1	1,2,3,4	NK	1	NK	1	18	ESL, PO, IC	D, O
Van Buren * V SAD #24	91	91 or more	K = 18 1st = 16 2nd = 29 3rd = 10 4th = 9 6th = 9	1,2,3,4	NK	NK	NK	NK	6	ESL	D, P, O

Public LEA's Previously Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Waldoboro SAD #40	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Waterville *	?	2 or more	3rd = 1 4th = 1	1	NK	1	NK	1	NK	NK	D, P, O
Wells/ Ogunquit CSD #18	4	4 or more	1st = 3	1,3,4	NK	NK	NK	NK	1	ESL	P, O
Westbrook	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Windham * V	1	1 or more	16 yrs. of age	1	NK	1	NK	NK	0	---	D, P, O
Winter Harbor * Union #96	1	1 or more	K = 1	1,4	NK	NK	NK	NK	NK	NK	D, P, O
Winthrop *	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Wiscasset Union #48	1	1 or more	1st = 1	4	NK	NK	NK	NK	NK	NK	D, P, O
Yarmouth *	0-3	3 or more	9th = 1 11th = 1 12th = 1	0	NK	NK	NK	NK	NK	NK	D, P, O
York * V	2	2 or more	6th = 2	1,3,4	0	0	0	0	2	ESL, PO, IC	D, P, O
SUB-TOTAL PUBLIC PREVIOUSLY SERVED	500	634							307		

Public LEA's Newly Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Ashland * SAD #32	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Cherryfield * V SAD #37	1	3	K = 1	2	0	0	0	NK	1	ESL, IC	D, P, O
E. Winthrop * V	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Maine Youth * V Center	1	1	H.S. = 1	4	NK	NK	NK	NK	0	---	D, P, O
Mars Hill * V SAD #42	1	1	2nd = 1	1,3,4	0	0	0	0	1	ESL, IC	D, P, O
Monmouth * Union #43	1	1 or more	2nd = 1	1,4	NK	1	NK	NK	NK	NK	D, P, O
Nobleboro * Union #74	2	2 or more	6th = 1 8th = 1	4	NK	NK	NK	NK	NK	NK	D, P, O
No. Yarmouth * V SAD #51	2 possibly	2 or more	3rd = 1 5th = 1	2	NK	NK	NK	NK	NK	NK	D, P, O
Waterboro * SAD #57	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK
Scarborough	9	9	NK	2	NK	NK	NK	NK	9	ESL	D, P, O
Stockton Springs SAD #56	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Surry * Union #92	2	2 or more	Pre-school = 2	NK	NK	NK	NK	NK	NK	NK	D, P, O

New LEA'S Public	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Union * Union #69	2	2 or more	4th = 1 5th = 1	3,4	NK	NK	NK	NK	NK	NK	D, P, O
W. Gardiner * V SAD #11	See Gardiner (SAD #11)										
SUB-TOTAL of Newly Served Public Schools	21	23 or more							11		
SUB-TOTAL of Previously Served Public Schools	500	624 or more							307		
TOTAL OF PUBLIC SCHOOLS SERVED	521	647 or more							318		

PRIVATE Schools Served prior to 7/90	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Hinckley/ V Averill Sch	1	1 or more	11th = 1	1,4	NK	NK	NK	1	0	---	D, P, O
Newcastle/ * Lincoln Academy	2	2 or more	9th = 1 10th = 1	1,3	NK	NK	NK	NK	2	ESL, PO	D, P, O
SUB-TOTAL	3	3 or more							2		

Private Schools Newly-Served	# LEP Students Affected by TA	Total # LEP Students in District	Grade Level Breakdown	Methods by Which LEP Students Identified	Educational Condition of LEP Students				# LEP S's Enrolled in Structured Lang. Support Program	Types of Structured Lang. Support Programs	Training Needs
					# Retained	# Spec.Ed.	# Dropouts	# Ch. 1			
Ellsworth Special Children's Friends School *	2	2	Pre-school	4	0	2	0	0	No	Pre-school	P
Kingfield Carrabassett Valley Academy * V	3	3	9th = 1 11th = 1	1,3,4	NK	NK	NK	NK	3	ESL, IC, PO	P, O
Orland H.O.M.E. *	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Bangor St. John's School	1	1 or more	8th = 1	4	NK	NK	NK	NK	1	ESL	D, P, O
Portland Catholic Chancery * V	NK	NK	NK	NK	NK	NK	NK	NK	NK	NK	D, P, O
Waterville Mt. Merici *	1	1 or more	K = 1	1,4	NK	NK	NK	NK	NK	NK	D, P, O
Maine Central Institute/ Pittsfield * V	9	9	Soph Jr Sr = 9	1	NK	NK	NK	NK	9	ESL, IC	D, P, O
TOTAL	16	16 or more							13		
PRIVATE SCHOOLS PREVIOUSLY SERVED	3	3 or more							2		
TOTAL PRIVATE SCHOOLS	19	19 or more							15		
TOTAL PUBLIC SCHOOLS	521	647							318		
GRAND TOTAL	540	666							333		

Institutions
and
Organizations

Augusta Mental
Health Institute

Maine Advocacy
Services/Winthrop

Maine Public
Broadcasting
Network

New England Center
for Equity Assistance

Pine Tree Legal

University of Maine -
  Farmington

University of Maine -
  Orono

University of Southern
  Maine - Law School and
  Literacy Education

University of Maine -
  Cooperative Extension
  Rockland

Literacy Volunteers
of Maine

Other
States

District of Columbia -
  Public Schools

Massachusetts -
  Law Firm

Virginia -
  Education USA

New Hampshire -
  Department of Education

Colorado -
  University of Colorado
  at Denver

Rhode Island -
  Woonsocket H.S.

1990-91 SEA REVIEW FOR ESEA TITLE VII FUNDED PROJECTS

STATE OF MAINE
Department of Education

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 data: On-site reviews by SEA

A.   Total number of children in public schools

Portland CLASS/TALK/CREATE: 7253

SAD #33 - 528

B.   Total number of children in private schools

Portland CLASS/TALK/CREATE: 495

SAD #33 - 0

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

Portland CLASS/TALK/CREATE: 367

SAD #33 - 128

ii. Methods used to identify LEP students:

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

SAD #33 - home language survey; parent questionnaires; LEA serves all K-6 children; administered to grades 2-6.

iii. Educational condition of LEP students:

Number retained in grade:

Portland CLASS/TALK/CREATE - 1

SAD #33 - 2

Number referred to/placed in   Number of dropouts:
special education:

Portland CLASS/TALK/CREATE -   0

SAD #33 - 13 (K-6)   N/A

D. Number of LEP students enrolled in programs to meet their needs:
Portland CLASS/TALK/CREATE - 367

SAD #33 - 65 (K-6)

Description of such programs:

Portland CLASS/TALK/CREATE -   transitional bilingual education;
multilingual language arts; career awareness; multilingual math, science, and social
studies and study skills for mainstreaming transitionals/early childhood bilingual
pre-school; media arts.

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

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

Portland CLASS/TALK/CREATE - 367

SAD #33 - (K-12) 128

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

Portland TALK - Preschool (40); others: 218 (K-8)

SAD #33 - 65 (K-6)

G. Statement of Title VII LEAs ability to serve LEP students:

Portland CLASS/TALK/CREATE - 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; locally funded staff.

SAD #33 -   superintendent active in Superintendents Council of New England for
language minorities; 80 percent French/English staff; including principal;
supportive community; methods courses underway; bilingual coordinator is
committed to project; principal and support staff are bilingual; project T-shirts
developed by advisory council, broad-based support beyond school district,
especially in bilingual staff training.

Need for further training of personnel:

Portland CLASS/TALK/CREATE - to further college education of native language
staff; CALLA methodology; Integrating ESL into bilingual program and maximizing
content involvement in program; sensitizing non project personnel on culture-
sensitive issues.

SAD #33 - all courses need to be conducted on site because of geographic isolation;
continuing need for reading and interpreting in functional French; cultural diversity;
bilingualism; gifted/talented; curriculum development.

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

Portland CLASS/TALK/CREATE - sustained funding; computer hardware and software; video equipment; expanding ESL staff.

SAD #33 - strengthens incentives for inservice coursework; IHE funding to support staff development for graduate credit on francophone studies; French materials developing (need center).

I. Activities to be undertaken:

Portland CLASS/TALK/CREATE - videotape dissemination and continuation; PAC culminating project; poster contest; curriculum development; dissemination of career awareness; Asian exhibit; monthly staff development in-service; summer school with cooperating districts.

SAD #33 - continuation of integration of content area that are interdisciplinary; ethnic heritage as local commitment; entry/exit criteria implemented; bilingual telecommunication continuation effort; grade 5-6 whole language; expanded bilingual education materials.

Capacity building:

Portland CLASS/TALK/CREATE - innovative grant continuation applications to DOE; two facilitators (one full- and one part-time) are LEA funded; office space; substitute teachers; staff development; computers; administrative support; Project D.A.R.E.; more ESL staff recently hired at LEA expense.

SAD #33 - bilingual staff is in place; LEA has history of bilingual education art teachers integrating other cultures; institutionalization from earlier project education is strong and is likely to continue; office space and furniture are LEA provided, support staff helps on request; pre- post-testing to be absorbed by LEA; state-funded innovative grants award for bicultural telecommunication; N.E. Superintendents Council; Substitute teachers are given for release time; bilingual language arts grant received by SEA; special education bilingual personnel.

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

Portland CLASS/TALK/CREATE - objectives related to several project components - measured by independent evaluator; parents/students - pre- post gains measurement (eval: Zusman, Devito) including staff training and curriculum development and dissemination; parent training.

SAD #33 - self-esteem to be measured as criterion of program success; pre- post self-image rating conducted by teachers; summative evaluation (pre- post) during spring of each year to be conducted by independent evaluator; continued LAS testing for all grade levels served by the project.

PART III

MAINE EDUCATIONAL ASSESSMENT: THE ACADEMIC CONDITION OF LANGUAGE MINORITY CHILDREN

LANGUAGE MINORITIES' PERFORMANCE ON THE MAINE EDUCATION ASSESSMENT

1988 - 1991

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 the following: English language arts including reading and 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 framework 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 of Maine took the MEA tests from 1985-91. The testing included most special needs students, language minorities which included 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. 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 made up of multiple-choice questions, which were machined-scored. Twenty questions in reading and mathematics and both questions in the writing section required scoring by teachers and other professional staff in Maine.

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 home language surveys), and LEP children (determined through locally determined language assessment measurements administered prior to MEA testing). These categories identify students as either: (1) monolingual - English only; (2) bilingual - fluent in English; bilingual-limited English proficient. Coding for these categories were made on each child's answer sheet. Comparisons of scores are given among these categories with statewide averages. Graphed

on subsequent pages are comparisons between bilingual/English fluent students and students who are monolingual English. Students who are limited English proficient are not included in these comparisons. To do so would reveal the obvious: students unable to comprehend English cannot compete on tests that were not designed for them. Their scores statewide average at the very bottom of the scale, usually around 100 or less. Results are reported for groups of students of five or more only.

CONCLUSIONS:

Although six years of MEA testing have taken place, the past three years show results that differentiate scores between monolingual English and bilingual/English fluent students. The overwhelming majority of students who took the test have been monolingual English (90%). The number of children reported as limited English proficient who took the test 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 each year because their limited English proficiency was extreme. Scores for students reported as bilingual/English were lower in all subject areas across all grade levels than the scores of monolingual English peers and lower than the state average. Students reported as bilingual who are fluent in English performed, overall, below their monolingual English peers.

Results from the Maine Educational Assessment (MEA) in Grades 4, 8, and 11 from 1988-1991 appears to indicate that fluent bilinguals not only perform more poorly than their monolingual English counterparts, but they also appear to perform more poorly than all students statewide who took the MEA. Such results are ostensibly disturbing and aberrant. Well-controlled national research studies of the past three decades reveal no evidence that the non-English language of the home is in itself a cause of failure in an all-English school environment (Cummins, 1981). In fact, where a second language is used in the home, students normally tend to outperform their monolingual peers in a variety of subject areas (Dornbusch, 1986).

A caveat about defining the bilingual is warranted. It is not the intent here to delineate the complex phenomenon of bilingualism, but suffice it to say bilingualism is that which is nurtured, which is acquired, usually at home, as opposed to formal academic study. This kind of bilingualism has been variously described as "natural," "folk," "advantaged," "balanced," or "additive" and "compound." It is this variety of salubrious bilingualism to which this summation refers.

The advantages occasioned by students' bilingualism extensively cited in the research literature are legion (Dolson, 1985). Among areas where bilinguals demonstrably outperform monolinguals:

      o   communicative skills (Harding, 1986)
      o   mental flexibility (Coronado, 1979; Balkam, 1970)
      o   analytical comprehension of language (Cummins, 1984)
      o   metalinguistic awareness (Cummins, 1984)
      o   concept formation (Liedtke and Nelson, 1968)
      o   problem solving (Hakuta, 1985)
      o   academic/cognitive growth influences (Cummins, 1979)
      o   divergent thinking and syntactic complexibility in solving science problems (Kessler and Quinn, 1980)
      o   linguistic, academic, and social benefits (Cummins, 1979)
      o   creative use of language (Filstrup, 1983)
      o   higher grades (Dornbusch, 1986)
      o   reading skills (Hakuta, 1985)
      o   non-verbal logic (Hakuta, 1985)

Compelling though these findings appear, MEA subgroup results have not demonstrated these advantages among Maine's bilingual student population. One can hypothesize and speculate some of the probable causes. Chief among these is the misidentification of LEP students as fluent English bilinguals. Most schools in Maine have not provided formal language assessment measures of their bilingual children. English fluency is assumed, given that these students demonstrate conversational English skills.

The Native American and Franco-American students represent by far the largest number of students tested in this sub-population, followed by recent immigrants. Common for these students is the subordinate status they have historically been accorded, and this may be an ongoing cause for underachievement (Ogbu, 1978). A retrenchment from their bilingual/bicultural upbringing is commonly thrust upon them in what Veltman, Lambert and others (1980) call "subtractive" bilingual experiences. The result is a "bicultural ambivalence" (Cummins, 1981) that language minority groups experience that manifests itself in: (a) hostility toward the majority language group; (b) shame for their own culture; and (c) poor academic performance. Finally, the test medium has a unintended but certain bias against minority groups who are most vulnerable (NCAS, 1986). This can, of course, be reversed if students were tested in their native language (McLaughlin, 1978) and if the test were conducive to the varied learning styles of students taking these tests (Henry and Pepper, 1989).
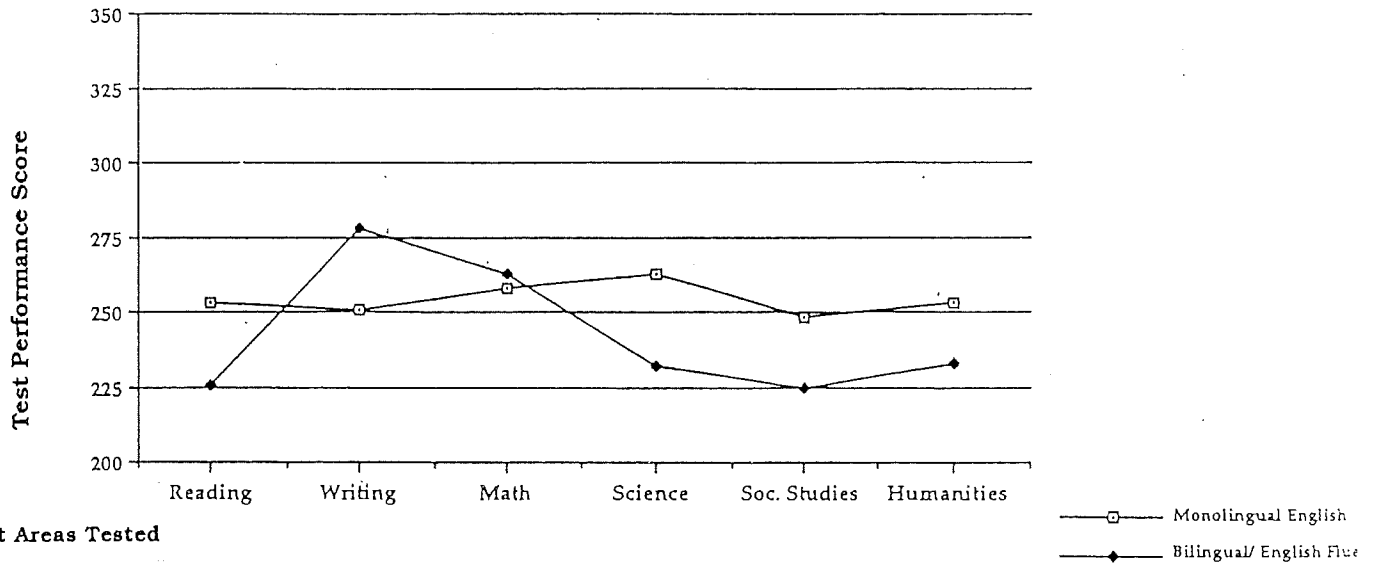
Further research in reviewing the MEA results is now pending. Variables to be examined include: methods by which bilingual/English fluent students were identified, patterns among those schools enrolling the largest numbers of language minorities, and patterns among language minority students themselves, notably with regard to attitudes and practices in the disciplines tested. Geographic and economic patterns among this subpopulation will also be studied.
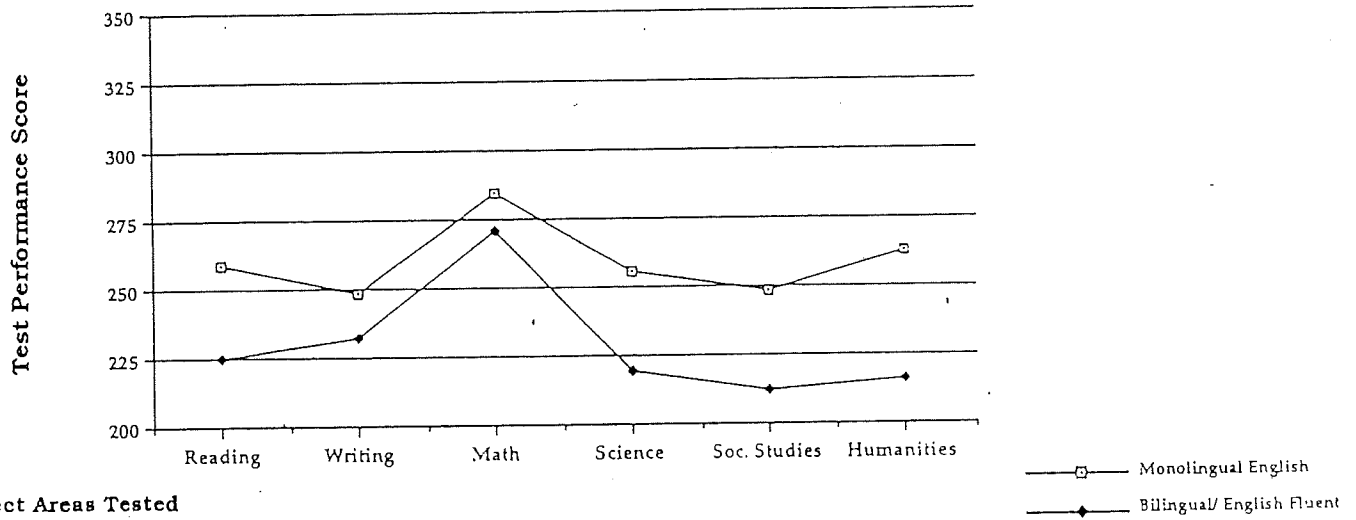
REFERENCES

Balkin, L. (1970), Les effets du bilinguisme francais anglais sur les aptitudes intellectuelles. Aimav, Bruxelles.

Coronado, L. (1979). The effects of differing degrees of bilingualism on the cognitive performance and scholastic achievement of Spanish/English bilinguals. Doctoral dissertation, University of Texas at Austin.

Cummins, J. (1979). Linguistic interdependence and the educational development of children. Review of Educational Research, 44:2, pp 222-251.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In Schooling and Language Minority Students: A theoretical Framework. Office of Bilingual/Bicultural Education, California State Department of Education. Los Angeles: California State University, Evaluation, Dissemination, and Assessment Center.

Cummins, J. Empowering minority students: A framework for intervention. In Harvard Education Review, 55:1, February, 1986.

Dolson, D. Bilingualism and scholastic performance. In NABE Journal. Fall, 1985, pp 1-35.

Dornbusch, M. Bilingual children associated with better grades. In East/West. 30:12, March 20, 1988, p. 23.

Filstrup, J.M. Bringing up baby bilingual. In World Order. 17:2, Winter 1982-83, pp. 17-30.

Hakuta, K. Bilingual pupils said to have edge. In New York Times, August 25, 1985.

Harding, Riley, P. (1978). A Handbook for Parents. Cambridge: Cambridge University Press, 1986 McLaughlin, B. Second Language Acquisition in Childhood, Hillsdale NJ: Lawrence Erlbaum.

Henry, S. L. and Pepper, F.C. Cognitive, social and cultural effects on Indian learning style: classroom implications. In The Journal of Educational Issues of Language Minority Students. Volume 7 Special Issue, Summer 1990.

Kessler C. and Quinn, M. (1980). Bilingualism and science problem-solving ability. Bilingual Education Paper Series, 4:1, Dissemination and Assessment Center, California State University, Los Angeles.

Liedtke, W. W. and Nelson, L. D. (1968). Concept formation and bilingualism. Alberta Journal of Educational Research, 14, pp. 225-232.

McLaughlin, B. (1978). Second Language Acquisition in Childhood. Hillsdale, NJ: Lawrence Erlbaum.

Ogbu, J. (1978). Minority Education and Caste: The American System in Cross-cultural Perspective. NY: Academic Press.

_____, STEPS, "Misuse of Standardized Testing: A Barrier to Excellence," National Coalition of Advocates for Students, 1:4, March, 1986, pp. 1-6.

Veltman, C. (1980). The Retention of Minority Languages in the U.S., Washington, D.C.: National Center for Education Statistics.
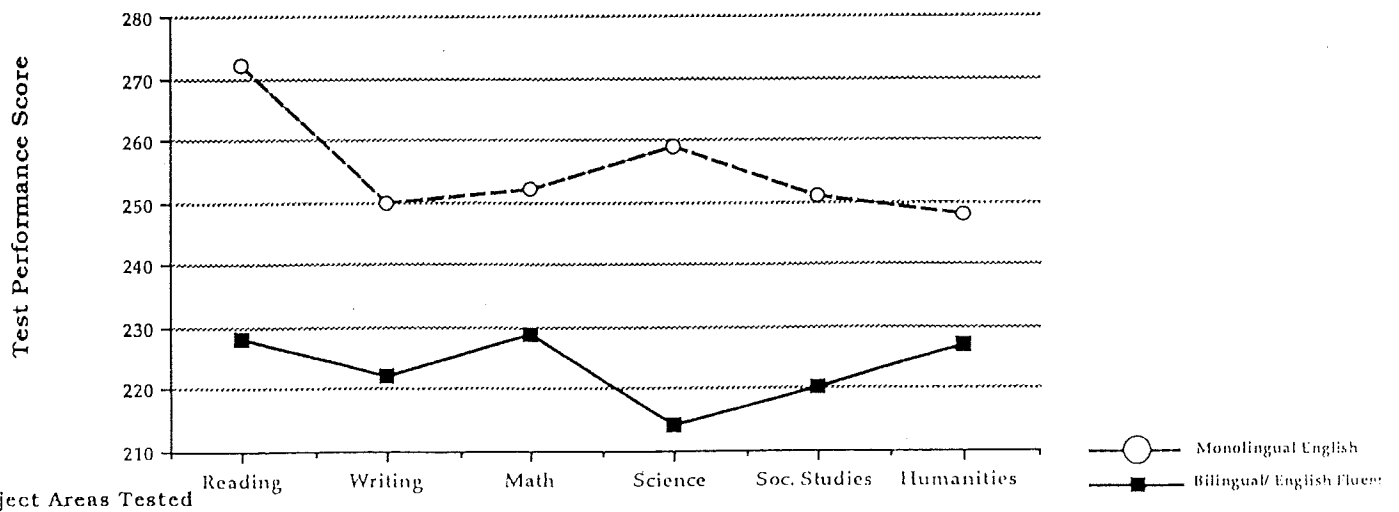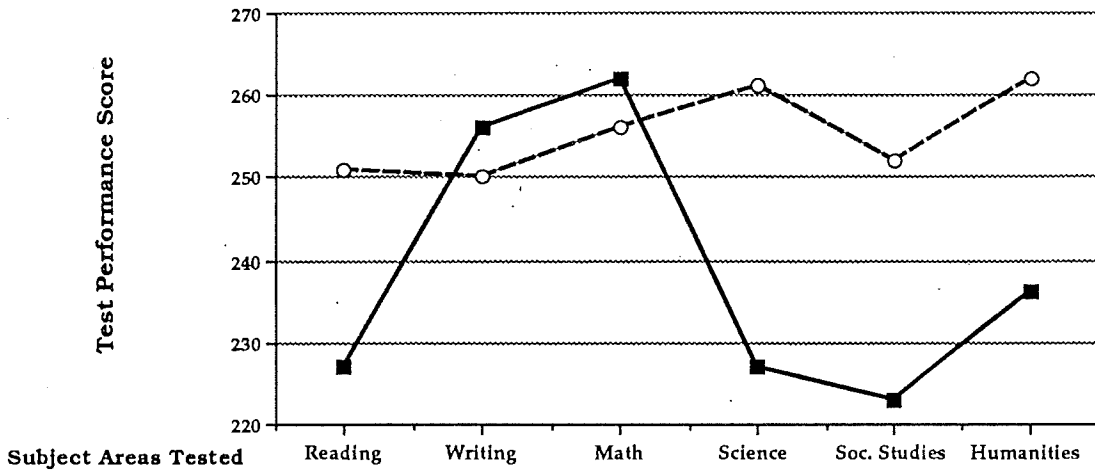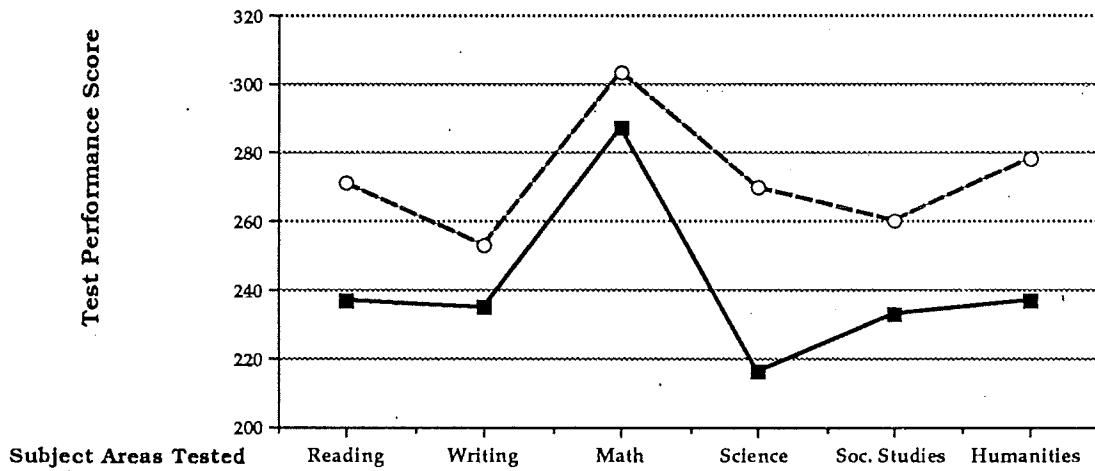
1988-89 Maine Educational Assessment

Grade 4

Test Performance Score

Reading   Writing   Math   Science   Soc. Studies   Humanities

Subject Areas Tested

───□─── Monolingual English
───◆─── Bilingual/ English Flue

Grade 8

Test Performance Score

Reading   Writing   Math   Science   Soc. Studies   Humanities

Subject Areas Tested

───□─── Monolingual English
───◆─── Bilingual/ English Fluent

Grade 11

Test Performance Score

Reading   Writing   Math   Science   Soc. Studies   Humanities

Subject Areas Tested

───○─── Monolingual English
───■─── Bilingual/ English Fluent

1989-90 Maine Educational Assessment

Grade 4

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Soc. Studies — Humanities

Grade 8

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Soc. Studies — Humanities

Grade 11

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Soc. Studies — Humanities

Monolingual English
Bilingual/ English Flu

Source: Maine Department of Education, Federal Projects Language Minorities, 1990
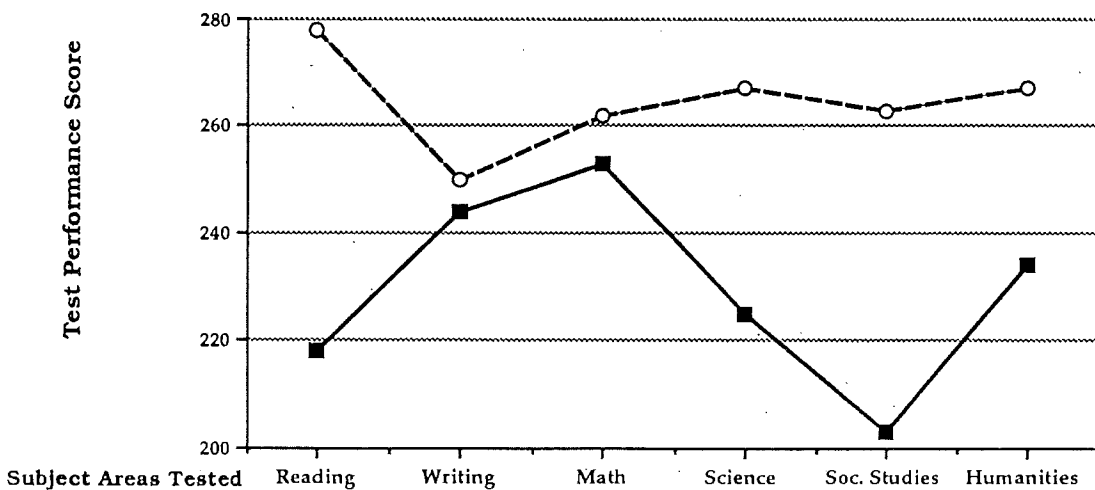
1990-91 Maine Educational Assessment

Grade 4

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Social Studies — Humanities

Grade 8

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Social Studies — Humanities

Grade 11

Test Performance Score

Subject Areas Tested — Reading — Writing — Math — Science — Social Studies — Humanities

Legend:
- Monolingual English
- Bilingual/English Fluent
- LEP

Source: Maine Department of Education, Federal Projects Language Minorities, 1991