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**DATA COLLECTION REPORT
ON LANGUAGE MINORITY CHILDREN**

November 1995

Prepared by

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I.A.S.A. Title VII

for

U.S. Department of Education
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and for
Maine Residents Concerned About Language Minority Education

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Administrative Services Unit

Federal Projects for Language Minorities

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TABLE OF CONTENTS

A Snapshot of Language Minority Statistics Among Maine Youth.....	1
Count of Language Minority Children.....	2-12
Public Schools	
Non Public Schools	
Subgroup Data on Children of Limited English Proficiency.....	13-18
Public Schools	
Non Public Schools	
Support Services for Limited English Proficient Children Beyond the Regular Classroom.....	19-23
Public Schools	
Non Public Schools	
Methods Used to Identify LEP Students in Maine Public and Non-Public Schools.....	24
Personnel Support for LEP Children.....	25
Instructor Credentials for Teaching LEP Children.....	26-31
Public Schools	
Non Public Schools	
Native Languages Spoken by Maine Children - Detail Listing and Pie Chart.....	32-35
Non-White Racial Ancestry of Maine's School Age Youth - Pie Chart.....	36
Public Schools Enrollment Trends for Language Minority Youth - Graph	37
High Concentration Language Minority Student Enrollments.....	38
Language Minority Performance on the Maine Educational Assessment.....	39-45
Review of IASA Title VII Funded Projects.....	46-54

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 7134(c)(B) of Title VII of Improving America's Schools Act - Subpart 2.

As part of its agreement with USDE, the Maine Department of Education has assured wide dissemination of this report. As a minimum, these are recipients of the report: U.S. Office of Bilingual Education and Minority Languages Affairs; Maine superintendents; Maine School Management Association; Maine Education 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; Maine State Library; bureaus of the Maine Department of Education; and the Maine Advisory Committee to the U.S. Commission on Civil Rights.

A Snapshot of Language Minority Statistics

Among Maine Youth

1994 - 1995

- Total Language Minority Youth: Public: 3480 Private: 235
- Total Number of Limited English Proficiency* Youth: Public: 2332 Private: 98
- Total Number of Heritage Languages of Maine Youth: 83

Public School LEP Students														
K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-sch & un-graded	total
179	140	147	119	142	130	121	114	133	112	109	125	105	656	2332

Non-Public School LEP Students														
K	1	2	3	4	5	6	7	8	9	10	11	12	Pre-sch & un-graded	total
1	0	0	1	2	0	2	0	1	9	17	30	20	15	98

- Percent of Language Minority Youth who are Limited English Proficient*: 67%
- Total Number of Teacher Positions (full and part time) Assigned ESL Instruction to LEP Youth: Public - 179; Private - 8
- Percent of ESL Teachers Who Hold Qualifying State Endorsements: 37%
- Total Cost of LEA-Paid ESL (based on per/teacher state average of \$31,972) @ 130.5 FTE's, excluding fringe benefits: Public - \$4,172,346; Private - \$86,324
- Total Estimated Cost of ESL Education Technicians (based on average of \$10/hr. @ 71.2 FTE's) Public - \$911,360; Private - \$2,560
- Percent of School Units Enrolling LEP Youth: Public - 53%; Private - 12%
- Percent of Public School Units Enrolling LEP Youth Who Report Services to Those Children that Comply with Federal Statutes: 76%*

* Limited English proficient children are identified and reported to MDOE by each school. The census of LEP children is enhanced by MDOE sources such as MEA data, IASA Title VII federal projects data, and records of Title IV civil rights visits to schools on behalf of LEP children.

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Acton	261	0	0
* Arundel	353	4	4
Auburn	4,414	42	14
Augusta	2,997	64	65
Bangor	4,302	41	17
Bath	2,185	20	7
Biddeford	3,322	73	73
Brewer	1,862	6	2
* Bridgewater	45	0	0
Brunswick	2,996	28	28
Bucksport	1,350	1	1
Cape Elizabeth	1,716	1	1
Caribou	1,701	90	90
* Caswell	36	0	0
* Dedham	292	0	0
Easton	289	0	0
Ellsworth	1,260	7	7
Falmouth	1,330	4	4
* Fayette	71	0	0
Freeport	1,197	3	2
Gorham	2,366	4	0
* Grand Isle	61	17	16
* Harmony	105	0	0
* Isle au Haut	14	0	0
Islesboro	125	0	0
Jay	1,061	1	1
Kittery	1,242	5	1
Lewiston	4,862	295	9
Limestone	327	0	0
* Lincolnville	240	0	0
* Long Island	16	0	0
* MIE - Beatrice Rafferty School	135	119	119

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* MIE - Indian Island School	112	0	0
* MIE - Indian Township School	183	183	183
Madawaska	897	357	263
Millinocket	1,242	4	2
* Monhegan Plantation	4	0	0
Monmouth	770	0	0
Old Orchard Beach	1,157	5	2
Old Town	1,682	28	15
* Peru	211	0	0
Portland	7,911	668	559
* Raymond	488	1	1
Richmond	636	0	0
Sanford	3,936	119	119
Scarborough	2,328	18	9
South Portland	3,462	61	28
Waterville	2,227	24	8
Westbrook	2,754	5	5
Windham	2,500	0	0
Winthrop	1,211	3	0
Yarmouth	1,491	2	2
York	1,889	0	0
SAD 1 - Presque Isle	2,324	14	1
SAD 3 - Unity	1,732	1	1
SAD 4 - Guilford	1,006	1	1
SAD 5 - Rockland	1,637	5	6
SAD 6 - Buxton	4,598	11	11
SAD 7 - North Haven	80	2	2
SAD 8 - Vinalhaven	168	0	0
SAD 9 - Farmington	3,087	24	18
* SAD 10 - Allagash	26	0	0
SAD 11 - Gardiner	2,687	16	7
SAD 12 - Jackman	237	4	4

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
SAD 13 - Bingham	426	0	0
SAD 14 - Danforth	212	0	0
SAD 15 - Gray	2,216	1	1
SAD 16 - Hallowell	987	3	3
SAD 17 - South Paris	3,739	6	1
SAD 19 - Lubec	341	0	0
SAD 20 - Fort Fairfield	747	1	1
SAD 21 - Dixfield	826	1	1
SAD 22 - Hampden	2,314	23	4
* SAD 23 - Carmel	598	3	0
SAD 24 - Van Buren	593	210	152
SAD 25 - Sherman Station	678	0	0
* SAD 26 - Eastbrook	110	0	0
SAD 27 - Fort Kent	1,435	118	29
SAD 28 - Camden	1,458	6	2
SAD 29 - Houlton	1,588	4	4
* SAD 30 - Lee	301	0	0
SAD 31 - Howland	823	0	0
SAD 32 - Ashland	457	7	0
SAD 33 - Frenchville	420	168	112
SAD 34 - Belfast	2,023	13	9
SAD 35 - Elliot	2,574	14	2
SAD 36 - Livermore Falls	1,056	3	0
SAD 37 - Harrington	1,049	2	2
* SAD 38 - Carmel	287	0	0
SAD 39 - Buckfield	748	6	2
SAD 40 - Waldoboro	2,389	0	0
SAD 41 - Milo	996	1	1
SAD 42 - Mars Hill	572	3	1
SAD 43 - Mexico	1,778	10	5
SAD 44 - Bethel	1,042	1	1
SAD 45 - Washburn	478	1	1

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
SAD 46 - Dexter	1,340	8	1
SAD 47 - Oakland	2,516	20	1
SAD 48 - Newport	2,345	4	1
SAD 49 - Fairfield	2,839	3	3
SAD 50 - Thomaston	1,144	0	0
SAD 51 - Cumberland	1,812	11	1
SAD 52 - Turner	2,272	60	41
* SAD 53 - Pittsfield	839	0	0
SAD 54 - Skowhegan	3,200	5	5
SAD 55 - Cornish	1,300	1	1
SAD 56 - Searsport	959	0	0
SAD 57 - Waterboro	3,271	3	3
SAD 58 - Kingfield	1,054	3	1
SAD 59 - Madison	1,092	0	0
SAD 60 - North Berwick	3,243	32	21
SAD 61 - Naples	2,285	2	1
* SAD 62 - Pownel	191	0	0
* SAD 63 - East Holden	1,011	0	0
SAD 64 - Corinth	1,377	0	0
* SAD 65 - Matinicus Island	7	0	0
SAD 67 - Lincoln	1,393	6	0
* SAD 68 - Dover-Foxcroft	1,014	3	3
SAD 70 - Hodgdon	820	0	0
SAD 71 - Kennebunk	2,000	27	25
* SAD 72 - Fryeburg	944	1	0
SAD 74 - N. Anson	1,060	3	3
SAD 75 - Topsham	3,340	44	33
* SAD 76 - Swan's Island	54	0	0
* SAD 77 - East Machias	438	2	0
* Union 7 - Dayton	141	0	0
* Union 7 - Saco	1,816	30	17
* Union 29 - Mechanic Falls	450	1	1

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Union 29 - Minot	281	0	0
* Union 29 - Poland	620	0	0
* Union 30 - Durham	402	5	2
Union 30 - Lisbon Falls	1,674	31	8
* Union 34 - Glenburn	716	5	2
Union 34 - Hermon	751	1	0
Union 37 - Rangeley	250	0	0
* Union 42 - Manchester	275	2	1
* Union 42 - Mt. Vernon	162	0	0
* Union 42 - Readfield	297	2	2
* Union 42 - Wayne	128	0	0
* Union 44 - Litchfield	385	0	0
* Union 44 - Sabattus	562	3	0
* Union 44 - Wales	186	0	0
* Union 47 - Georgetown	101	0	0
* Union 47 - Phippsburg	193	0	0
* Union 47 - West Bath	155	0	0
* Union 47 - Woolwich	371	0	0
* Union 48 - Dresden	142	0	0
Union 48 - Wiscasset	1,191	0	1
* Union 49 - Edgecomb	81	0	0
* Union 49 - Southport	41	0	0
* Union 51 - Chelsea	317	0	0
* Union 51 - Jefferson	292	0	0
* Union 51 - Palermo	152	0	0
* Union 51 - Somerville	71	0	0
* Union 51 - Whitefield	297	0	0
* Union 51 - Windsor	280	1	1
* Union 52 - China	636	2	2
* Union 52 - Vasselboro	532	0	0
Union 52 - Winslow	1,539	3	0
Union 60 - Greenville	398	9	6

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Union 60 - Shirley	23	0	0
* Union 69 - Appleton	165	1	1
* Union 69 - Hope	148	0	0
* Union 74 - Bristol	293	0	0
* Union 74 - Nobleboro	222	1	1
* Union 74 - South Bristol	62	0	0
* Union 76 - Brooklin	89	0	0
* Union 76 - Sedgwick	121	0	0
Union 87 - Orono	894	36	12
* Union 87 - Veazie	196	0	0
* Union 90 - Alton	85	0	0
* Union 90 - Bradley	86	0	0
* Union 90 - Greenbush	266	0	0
* Union 90 - Milford	469	0	0
* Union 91 - Orland	272	2	2
* Union 91 - Orrington	411	2	1
* Union 92 - Hancock	253	0	0
* Union 92 - Lamoine	190	0	0
* Union 92 - Otis	115	0	0
* Union 92 - Surry	151	2	2
* Union 92 - Trenton	161	0	0
* Union 93 - Blue Hill	288	0	0
* Union 93 - Brooksville	83	0	0
* Union 93 - Castine	70	0	0
* Union 93 - Penobscot	147	0	0
* Union 96 - Gouldsboro	218	0	0
* Union 96 - Steuben	133	0	0
* Union 96 - Winter Harbor	144	0	0
* Union 98 - Bar Harbor	513	2	2
* Union 98 - Cranberry Isles	26	0	0
* Union 98 - Frenchboro	8	0	0
* Union 98 - Mt. Desert	262	2	2

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Union 98 - Southwest Harbor	276	0	0
* Union 98 - Tremont	171	0	0
* Union 102 - Jonesboro	85	0	0
Union 102 - Machias	592	1	0
* Union 102 - Wesley	16	0	0
* Union 103 - Beals	106	0	0
* Union 103 - Jonesport	180	0	0
* Union 104 - Charlotte	47	0	0
Union 104 - Eastport	402	0	0
* Union 104 - Pembroke	95	0	0
* Union 104 - Perry	109	0	0
* Union 106 - Alexander	84	9	0
Union 106 - Calais	890	7	0
* Union 106 - Robbinston	82	0	0
* Union 107 - Princeton	200	0	0
Union 107 - Woodland	510	0	0
* Union 108 - Vanceboro	18	0	0
* Union 110 - Reed Plantation	34	0	0
Union 113 - East Millinocket	508	2	2
* Union 113 - Medway	297	0	0
* Union 122 - New Sweden	112	0	0
* Union 122 - Stockholm	45	3	0
* Union 122 - Woodland	205	0	0
CSD 3 - Boothbay Harbor	799	6	6
* CSD 4 - Flander's Bay	336	0	0
* CSD 7 - Mount Desert Island	517	2	0
* CSD 8 - Airline	85	0	0
CSD 9 - Southern Aroostook	590	0	0
* CSD 10 - Readfield	695	0	0
* CSD 11 - Schoodic	350	0	0
* CSD 12 - East Range	42	0	0
CSD 13 - Deer Isle	542	0	0

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* CSD 14 - Great Salt Bay	439	0	0
* CSD 15 - Oak Hill	489	0	0
* CSD 17 - Moosabec	133	0	0
CSD 18 - Wells	1,521	6	4
Baxter School for the Deaf	73	68	68
* EUT - State of ME - Benedicta	32	0	0
* EUT - State of ME - Brookton	17	0	0
* EUT - State of ME - Connor	45	4	0
* EUT - State of ME - Edmunds	97	0	0
* EUT - State of ME - Kingman	50	0	0
* EUT - State of ME - Rockwood	21	0	0
* EUT - State of ME - Sinclair	27	2	0
* Maine Youth Center	248	3	0
Totals	212,288	3,480	2,332

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE NON-PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Aroostook Academy - Caribou	4	0	0
* Averill School - Hinckley	60	10	0
Bay School - Blue Hill	72	0	0
Berwick Academy - S. Berwick	442	11	0
* Breakwater School - Portland	95	0	0
Canaan Christian School	74	0	0
* Carrabassett Valley Academy	99	7	7
* Casco Bay Montessori School	1	0	0
* Cathedral School - Portland	100	1	0
* Catherine McAuley High School	196	6	0
* Center for Teaching & Learning	67	0	0
Central Maine Christian Academy	89	0	0
* Cerebral Palsy Center	12	1	1
* Cheverus High School	0	0	0
* Children's Home - Bangor-Hilltop	0	0	0
* Children's House Montessori	45	0	0
* Children's Sch for Arts & Sci.	22	0	0
* Community School - Camden	8	0	0
* Deck House School - Edgecomb	10	0	0
* Elan School - Poland Springs	119	2	0
* Erskine Academy - China	490	0	0
* Florence Lombard School -Saco	11	0	0
* Forestdale SDA School	41	0	0
* Foxcroft Academy	444	1	1
* Fryebury Academy	487	28	27
* George Stevens Academy	368	1	1
* Gould Academy - Bethel	202	15	4
Greater Portland Christian	79	0	0
* Hebron Academy	277	36	18
* Helen P. Knight School - Caribou	4	0	0
* Hilltop School - Bangor	20	1	0
* Holy Cross School - Lewiston	480	0	0
* Hyde School - Bath	215	2	0
* John Bapst High School -Bangor	448	1	0

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE NON-PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* Kennebec Montessori School	80	2	0
Kennebunk Christian Academy	0	0	0
* Kents Hill School - Kents Hill	163	11	6
* KidsPeace School of New England	16	0	0
* Lee Academy	229	7	7
* Levey Hebrew Day School	40	7	0
* Lighthouse School	19	0	0
* Lincoln Academy - Newcastle	0	0	0
* Little Red School House	1	0	0
* MCI - Pittsfield	455	16	16
* MDI Children's House	3	0	0
Merriconeag School - Freeport	118	0	0
* Mount Merici - Waterville	179	1	1
North Yarmouth Academy	230	0	0
* Notre Dame de Lourdes - Saco	153	0	0
* Opportunity Training Center	20	0	0
Ossipee Valley Christian School	59	0	0
* Penobscot Christian School	61	0	0
* Pine Grove Development Center	16	0	0
Pine Tree Academy - Freeport	148	3	2
Riley School - Glen Cove	76	0	0
* Riverview Memorial School	45	0	0
* Rocking Horse Child Care Center	13	0	0
* Roy House School - Dixfield	6	0	0
School Around Us - Arundel	0	0	0
Seventh Day Adventist - Bangor	14	0	0
* Sheepscot Valley Children's Ho	58	0	0
* Smart Start School - Auburn	10	0	0
* Spurwink School	0	0	0
* St. Agnes School - Pittsfield	42	0	0
* St. Athanasius - Rumford	204	0	0
* St. Augustine School - Augusta	190	3	0
* St. Dominic's - Lewiston	219	0	0
* St. Elizabeth's - Portland	7	0	0

* Indicates enrollments that are other than K-12

1994-95 COUNT OF LANGUAGE MINORITY CHILDREN IN MAINE NON-PUBLIC SCHOOLS

SCHOOL DISTRICT	TOTAL ENROLLMENT*	TOTAL # OF LANGUAGE MINORITY CHILDREN	TOTAL # OF LANGUAGE MINORITY CHILDREN WHO ARE LIMITED ENGLISH PROFICIENT
* St. James School - Biddeford	494	20	0
* St. John's School - Bangor	205	1	0
* St. John's School - Brunswick	216	2	2
* St. John's School - Winslow	130	0	0
* St. Joseph's - Lewiston	232	0	0
* St. Joseph's School - Portland	217	14	0
* St. Mary's School - Augusta	247	5	1
* St. Mary's School - Bangor	122	0	0
* St. Patrick's School - Portland	215	1	0
* St. Peter's School - Lewiston	138	0	0
* St. Thomas School - Sanford	221	2	0
Stillwater Academy - Bangor	16	0	0
* Sweetser School - Saco	94	0	0
* Thornton Academy	861	13	0
* Toddy Pond School - Belfast	28	0	0
* University School - Portland	0	0	0
* Washington Academy	360	0	0
Waynelete School - Portland	514	4	4
Willimantic Christian School	14	0	0
Totals	12,279	235	98

* Indicates enrollments that are other than K-12

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE PUBLIC SCHOOLS, 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLEMENTAL INSTRUCTIONAL SUPPORT	# OF LEP NOT RECV. SUPPLEMENTAL INSTRUCTIONAL SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCATION	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
Arundel	4	0	0	2	2	0	0	0	0	0	0	2	0
Auburn	14	1	0	10	4	0	0	1	0	0	0	2	0
Augusta	65	10	23	58	7	0	0	3	1	1	14	10	5
Bangor	17	6	0	13	4	2	0	1	0	0	0	0	4
Bath	7	4	0	7	0	0	0	1	1	0	0	1	0
Biddeford	73	16	7	27	46	0	1	0	0	1	3	0	1
Brewer	2	3	0	2	0	0	0	0	0	0	0	0	0
Brunswick	28	13	3	21	7	0	0	0	0	0	0	6	0
Bucksport	1	0	0	0	1	0	0	0	0	0	0	0	0
Cape Elizabeth	1	1	0	1	0	0	0	0	0	0	0	0	0
Caribou	90	0	0	36	54	0	36	1	0	0	0	36	0
Ellsworth	7	7	0	5	2	0	0	0	0	0	0	0	0
Falmouth	4	0	0	4	0	0	0	0	0	0	0	2	0
Freeport	2	0	0	0	2	0	0	0	0	0	0	0	0
Grand Isle	16	0	0	0	16	0	0	0	0	0	0	0	0
Jay	1	0	0	0	1	0	0	0	0	0	0	0	0
Kittery	1	1	0	1	0	0	0	0	0	0	0	0	0
Lewiston	9	0	0	2	7	0	0	1	0	0	0	0	0
MIE - Beatrice Rafferty School	119	0	0	119	0	2	71	4	0	0	0	0	0
MIE - Indian Township School	183	0	0	161	22	0	0	38	0	0	0	67	0
Madawaska	263	4	0	1	262	0	0	0	0	0	1	0	0
Millinocket	2	2	0	2	0	0	0	0	0	0	0	0	0

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE PUBLIC SCHOOLS, 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLEMENTAL INSTRUCTION SUPPORT	# OF LEP NOT RECV. SUPPLEMENTAL INSTRUCTION SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCATION	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
Old Orchard Beach	2	0	0	0	2	0	0	0	0	0	0	0	0
Old Town	15	15	0	0	15	0	0	0	0	0	0	3	0
Portland	559	349	423	452	107	3	273	11	13	60	20	27	0
Raymond	1	0	0	1	0	0	0	1	0	0	0	0	0
Sanford	119	12	48	98	21	0	0	2	0	2	3	17	0
Scarborough	9	0	0	1	8	0	0	0	0	0	5	0	0
South Portland	28	16	6	22	6	0	0	1	0	0	6	0	4
Waterville	8	4	2	4	4	0	0	0	0	0	0	0	2
Westbrook	5	5	0	5	0	0	0	0	0	0	0	0	0
Yarmouth	2	2	0	2	0	0	0	0	0	0	0	0	0
SAD 1 - Presque Isle	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 3 - Unity	1	1	0	1	0	0	0	0	0	0	1	0	0
SAD 4 - Guilford	1	0	0	1	0	1	0	0	0	0	0	1	0
SAD 5 - Rockland	6	2	0	3	3	0	1	0	0	0	2	1	0
SAD 6 - Buxton	11	5	0	5	6	0	0	0	0	0	2	1	0
SAD 7 - North Haven	2	0	0	0	2	0	0	0	0	0	0	0	0
SAD 9 - Farmington	18	10	1	14	4	0	0	2	0	0	0	0	4
SAD 11 - Gardiner	7	4	0	7	0	0	0	2	0	0	0	0	0
SAD 12 - Jackman	4	4	0	4	0	0	0	0	0	0	2	0	0
SAD 15 - Gray	1	1	0	1	0	0	0	0	0	0	0	0	0
SAD 16 - Hallowell	3	1	0	3	0	0	0	0	0	0	0	0	0
SAD 17 - South Paris	1	0	0	0	1	0	0	0	0	0	0	0	0

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE PUBLIC SCHOOLS, 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLEMENTAL INSTRUCTIONAL SUPPORT	# OF LEP NOT RECV. SUPPLEMENTAL INSTRUCTIONAL SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCATION	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
SAD 20 - Fort Fairfield	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 21 - Dixfield	1	1	0	1	0	0	0	0	0	0	0	0	0
SAD 22 - Hampden	4	1	1	4	0	0	0	0	0	0	0	1	1
SAD 24 - Van Buren	152	0	0	46	106	3	3	18	0	0	27	51	0
SAD 27 - Fort Kent	29	0	0	27	2	0	1	14	0	4	6	1	0
SAD 28 - Camden	2	1	0	2	0	0	0	1	0	0	0	0	0
SAD 29 - Houlton	4	0	0	3	1	1	0	0	0	0	0	0	0
SAD 33 - Frenchville	112	1	0	112	0	0	0	6	0	5	20	6	0
SAD 34 - Belfast	9	11	0	9	0	0	0	0	0	4	0	0	0
SAD 35 - Elliot	2	0	0	1	1	0	0	1	0	0	1	0	0
SAD 37 - Harrington	2	0	0	0	2	0	0	0	0	0	0	0	0
SAD 39 - Buckfield	2	0	0	0	2	0	0	0	0	0	0	0	0
SAD 41 - Milo	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 42 - Mars Hill	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 43 - Mexico	5	0	2	5	0	0	0	1	1	0	1	0	1
SAD 44 - Bethel	1	1	0	0	1	0	0	0	0	0	0	0	0
SAD 45 - Washburn	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 46 - Dexter	1	1	0	1	0	0	0	0	0	0	0	0	0
SAD 47 - Oakland	1	1	0	1	0	0	0	1	0	0	0	0	0
SAD 48 - Newport	1	1	0	1	0	0	0	0	0	0	0	0	0
SAD 49 - Fairfield	3	3	0	3	0	0	0	0	0	0	0	2	0
SAD 51 - Cumberland	1	0	0	1	0	0	0	0	0	0	1	0	0

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE PUBLIC SCHOOLS, 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLEMENTAL INSTRUC. SUPPORT	# OF LEP NOT RECV. SUPPLEMENTAL INSTRUC. SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCA.	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
SAD 52 - Turner	41	23	0	41	0	0	26	0	0	4	0	26	3
SAD 54 - Skowhegan	5	5	0	5	0	0	0	0	0	0	1	0	0
SAD 55 - Cornish	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 57 - Waterboro	3	0	0	3	0	0	0	0	0	0	0	0	0
SAD 58 - Kingfield	1	0	0	1	0	0	0	1	0	0	0	0	0
SAD 60 - North Berwick	21	2	13	13	8	1	0	0	0	0	0	0	0
SAD 61 - Naples	1	0	0	0	1	0	0	0	0	0	0	0	0
SAD 68 - Dover-Foxcroft	3	0	0	2	1	0	0	0	0	0	0	0	0
SAD 71 - Kennebunk	25	8	0	20	5	0	0	0	0	0	0	1	0
SAD 74 - N. Anson	3	0	0	0	3	0	0	0	0	0	0	0	0
SAD 75 - Topsham	33	10	0	19	14	0	0	1	0	0	0	0	4
Union 7 - Saco	17	3	0	10	7	0	0	0	0	0	2	4	0
Union 29 - Mechanic Falls	1	0	0	0	1	0	0	0	0	0	0	0	0
Union 30 - Durham	2	1	0	1	1	0	0	0	0	0	0	1	0
Union 30 - Lisbon Falls	8	3	1	7	1	0	0	3	0	0	0	3	2
Union 34 - Glenburn	2	0	0	2	0	0	0	1	0	0	0	0	0
Union 42 - Manchester	1	1	0	1	0	0	0	0	0	0	0	0	0
Union 42 - Readfield	2	0	0	1	1	0	0	0	0	0	0	1	0
Union 48 - Wiscasset	1	0	0	0	1	0	0	0	0	0	0	0	0
Union 51 - Windsor	1	0	0	0	1	0	0	0	0	0	0	0	0
Union 52 - China	2	2	0	2	0	0	0	0	0	0	0	1	0
Union 60 - Greenville	6	0	0	5	1	0	1	1	0	0	0	0	0

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE PUBLIC SCHOOLS, 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLE-MENTAL INSTRUC. SUPPORT	# OF LEP NOT RECV. SUPPLE-MENTAL INSTRUC. SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCA.	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
Union 69 - Appleton	1	0	0	0	1	0	0	0	0	0	0	0	0
Union 74 - Nobleboro	1	0	0	0	1	0	0	0	0	0	0	0	0
Union 87 - Orono	12	10	0	10	2	0	0	1	0	0	0	0	0
Union 91 - Orland	2	2	0	2	0	0	0	0	0	0	0	2	0
Union 91 - Orrington	1	1	0	1	0	0	0	0	0	0	0	0	0
Union 92 - Surry	2	0	0	2	0	0	0	1	0	0	0	1	0
Union 98 - Bar Harbor	2	2	0	2	0	0	0	0	0	0	0	0	0
Union 98 - Mt. Desert	2	2	0	2	0	0	0	0	0	0	0	0	0
Union 113 - East Millinocket	2	2	0	2	0	0	0	1	0	0	0	0	0
CSD 3 - Boothbay Harbor	6	5	0	5	1	0	0	0	0	0	2	0	0
CSD 18 - Wells	4	3	0	3	1	0	0	0	0	0	0	0	0
Baxter School for the Deaf	68	0	0	7	61	0	0	0	0	30	3	68	0
Totals	2,332	606	530	1,482	850	13	413	121	16	111	123	345	31

SUBGROUP DATA ON CHILDREN OF LIMITED ENGLISH PROFICIENCY (LEP) IN MAINE, NON-PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TOTAL LEP ENROLLED	# OF LEP IN USA 3 YRS/LESS	# OF LEP WHO ARE REFUGEES	# OF LEP RECEIVING SUPPLEMENTAL INSTRUCTION SUPPORT	# OF LEP NOT RECV. SUPPLEMENTAL INSTRUCTION SUPPORT	# OF LEP RETAINED IN SAME GRADE AS IN 1993	# OF LEP SERVED UNDER MIGRANT EDUCATION	# OF LEP PLACED IN SPEC.ED.	# OF LEP DROPPED OUT SINCE 3/1/94	# OF LEP ENROLLED IN APPLIED TECHNOLOGY	# OF LEP ENROLLED IN EXPL. VOCAT. EDUCATION	# OF LEP ENROLLED IN PROGRAMS FORMER ESEA CHAPTER 1	# OF LEP IN G & T
Carrabassett Valley Academy	7	7	0	7	0	0	0	0	0	0	0	0	0
Cerebral Palsy Center	1	1	0	1	0	0	0	1	0	0	0	0	0
Foxcroft Academy	1	0	0	0	1	0	0	0	0	0	0	0	0
Fryebury Academy	27	19	0	19	8	0	0	0	0	0	0	0	0
George Stevens Academy	1	0	0	0	1	0	0	0	0	0	0	0	0
Gould Academy - Bethel	4	4	0	4	0	0	0	0	0	0	0	0	0
Hebron Academy	18	18	0	0	18	0	0	0	0	0	0	0	0
Kents Hill School - Kents Hill	6	6	0	6	0	0	0	0	0	0	0	0	0
Lee Academy	7	1	0	0	7	0	0	0	0	0	0	0	0
MCI - Pittsfield	16	15	0	16	0	2	0	0	0	0	0	0	0
Mount Merici - Waterville	1	0	0	1	0	0	0	0	0	0	0	1	0
Pine Tree Academy - Freeport	2	2	2	2	0	0	0	0	0	0	0	0	0
St. John's School - Brunswick	2	0	0	0	2	0	0	0	0	0	0	0	0
St. Mary's School - Augusta	1	0	0	0	1	0	0	0	0	0	0	0	0
Waynelete School - Portland	4	1	4	4	0	0	0	0	0	0	0	0	0
Totals	98	74	6	60	38	2	0	1	0	0	0	1	0

SUPPORT SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN BEYOND THE REGULAR CLASSROOM IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	BILINGUAL EDUCATION	ESL IN LIEU OF ENGLISH LANGUAGE ARTS	ESL TUTOR SCHOOL HOURS	ESL TUTOR AFTER SCHOOL	SUMMER SCHOOL ESL	ADULT EDUCATION ESL	SHELTERED ENGLISH	NON-ESL TEAMS	SPECIAL EDUCATION	SUBMERSION	STRUCTURED IMMERSION	OTHER METHODS
Arundel			X									
Auburn		X	X				X					
Augusta		X	X	X	X				X			
Bangor		X	X	X								
Bath			X						X			
Biddeford		X	X	X			X					
Brunswick		X	X									X
Cape Elizabeth			X									
Caribou	X		X	X	X				X			
Ellsworth			X									
Falmouth			X									
Lewiston			X			X			X			
MIE - Beatrice Rafferty School	X				X				X			
MIE - Indian Township School	X											
Madawaska											X	X
Hillinocket		X	X	X	X							
Old Town		X	X				X					
Portland	X	X	X		X	X	X					X
Sanford		X	X	X	X	X	X		X			
Scarborough			X									
South Portland		X	X		X		X				X	
Waterville			X									

SUPPORT SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN BEYOND THE REGULAR
CLASSROOM IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	BILINGUAL EDUCATION	ESL IN LIEU OF ENGLISH LANGUAGE ARTS	ESL TUTOR SCHOOL HOURS	ESL TUTOR AFTER SCHOOL	SUMMER SCHOOL ESL	ADULT EDUCATION ESL	SHELTERED ENGLISH	NON-ESL TEAMS	SPECIAL EDUCATION	SUBMERSION	STRUCTURED IMMERSION	OTHER METHODS
Westbrook			X									
Yarmouth			X									
SAD 3 - Unity			X									X
SAD 4 - Guilford			X	X			X	X				
SAD 5 - Rockland		X	X									
SAD 6 - Buxton			X	X			X					
SAD 9 - Farmington		X	X						X			
SAD 11 - Gardiner		X	X		X	X		X	X			
SAD 12 - Jackman	X		X								X	
SAD 16 - Hallowell				X		X						X
SAD 21 - Dixfield		X	X									
SAD 22 - Hampden			X	X	X		X					
SAD 24 - Van Buren	X								X		X	
SAD 27 - Fort Kent					X				X	X		X
SAD 28 - Camden		X	X				X					
SAD 29 - Houlton		X	X									
SAD 33 - Frenchville	X								X			
SAD 34 - Belfast			X				X	X				
SAD 35 - Elliot									X			X
SAD 43 - Mexico		X	X					X	X			
SAD 44 - Bethel												X
SAD 46 - Dexter		X	X									

SUPPORT SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN BEYOND THE REGULAR CLASSROOM IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	BILINGUAL EDUCATION	ESL IN LIEU OF ENGLISH LANGUAGE ARTS	ESL TUTOR SCHOOL HOURS	ESL TUTOR AFTER SCHOOL	SUMMER SCHOOL ESL	ADULT EDUCATION ESL	SHELTERED ENGLISH	NON-ESL TEAMS	SPECIAL EDUCATION	SUBMERSTON	STRUCTURED IMMERSION	OTHER METHODS
SAD 48 - Newport			X	X								
SAD 49 - Fairfield		X	X								X	X
SAD 51 - Cumberland		X	X				X					
SAD 52 - Turner	X	X	X	X		X	X		X			
SAD 54 - Skowhegan			X									
SAD 57 - Waterboro				X								
SAD 58 - Kingfield												
SAD 68 - Dover-Foxcroft			X									
SAD 71 - Kennebunk		X	X			X		X	X			
SAD 75 - Topsham		X	X	X	X	X	X				X	
Union 7 - Saco			X	X			X					
Union 29 - Mechanic Falls			X			X						
Union 30 - Durham			X									
Union 30 - Lisbon Falls		X	X						X			
Union 34 - Glenburn			X						X			
Union 42 - Manchester			X									
Union 42 - Readfield		X	X									
Union 52 - China	X		X									
Union 60 - Greenville		X	X									
Union 87 - Orono		X	X						X			X
Union 91 - Orrington			X		X							
Union 92 - Surry							X					

SUPPORT SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN BEYOND THE REGULAR CLASSROOM IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	BILINGUAL EDUCATION	ESL IN LIEU OF ENGLISH LANGUAGE ARTS	ESL TUTOR SCHOOL HOURS	ESL TUTOR AFTER SCHOOL	SUMMER SCHOOL ESL	ADULT EDUCATION ESL	SHELTERED ENGLISH	NON-ESL TEAMS	SPECIAL EDUCATION	SUBMERSTION	STRUCTURED IMMERSION	OTHER METHODS
Union 98 - Bar Harbor			X									
Union 98 - Mt. Desert			X									
Union 113 - East Millinocket		X	X						X			
CSD 3 - Boothbay Harbor			X			X						
CSD 18 - Wells			X									
Totals	9	28	59	15	12	10	16	5	19	1	6	10

SUPPORT SERVICES FOR LIMITED ENGLISH PROFICIENT (LEP) CHILDREN BEYOND THE REGULAR
CLASSROOM IN MAINE NON-PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	BILINGUAL EDUCATION	ESL IN LIEU OF ENGLISH LANGUAGE ARTS	ESL TUTOR SCHOOL HOURS	ESL TUTOR AFTER SCHOOL	SUMMER SCHOOL ESL	ADULT EDUCATION ESL	SHELTERED ENGLISH	NON-ESL TEAMS	SPECIAL EDUCATION	SUBMERSTION	STRUCTURED IMMERSION	OTHER METHODS
Carrabassett Valley Academy		X	X	X							X	
Cerebral Palsy Center									X			
Fryebury Academy		X	X								X	
Gould Academy - Bethel			X	X	X							
Kents Hill School - Kents Hill		X										
Lee Academy			X									
MCI - Pittsfield		X										
Mount Merici - Waterville			X	X								
Pine Tree Academy - Freeport		X										
St. John's School - Brunswick					X							
Waynelete School - Portland			X									
Totals	0	5	6	3	2	0	0	0	1	0	2	0

Methods Used to Identify LEP Students 1994 - 1995

	<u>N</u>	<u>% LEAS***</u>
I. ♦Home Language Survey	36	34
II. Standardized Tests	<u>N</u>	<u>% LEAS*</u>
CAT/CAT-5	11	32.3
CTBS	4	.11
Woodcock/Johnson	3	.08
SAT/PSAT	4	.11
Peabody (PPVT)	5	.14
Stanford	2	.05
SRA	3	.08
K-TEA	2	.14
MAT	2	.14
MEA	10	.26
IOWA	4	.11
GATES	3	.08
ILLINOIS	3	.08
DODS	1	.02
Metropolitan	1	.02
III. Language Proficiency Assessment Devices	<u>N</u>	<u>% LEAS**</u>
LAS/PRE-LAS/LAS-O/LAS-R-W	36	73
LAB	5	10
IPT/IDEA-OLPT	17	35
SLEP	4	8
CLOZE	2	16
Others (BINL, IRI, Slosson, TOEFL, ILA, SABE, Macaulitis)	7	14
IV. Informal Measures	<u>N</u>	<u>% LEAS***</u>
Parent referrals	9	8
Academic performance & professional & Language Assessment Committee referrals	24	22
Speech/language referrals	2	1
Previous school records/new registrants	7	.06
Student interviews (oral samples)	14	13
Reading inventories	5	4.6
Writing inventories	7	6.5
Classroom observation	12	11
Other Methods	3	2.8

* Based on 34 LEA's reporting at least one of these methods.

** Based on 49 LEA's reporting at least one of these methods.

*** Based on 107 LEA's reporting at least one of these methods.

♦All Maine schools use home language surveys to determine heritage language use. Home language surveys are not a LEP identification device.

PERSONNEL SUPPORT FOR LEP CHILDREN 1994-1995

Number of Positions		Full-time Equivalents			Estimated Costs * Public Schools
<u>Public</u>	<u>Private</u>	<u>Public</u>	<u>Private</u>		
43	2	28.3	1.2	Maine certified teachers with an endorsement in English as a second language (ESL) or bilingual education	\$ 904,808
117	3	102.2	1.5	Maine certified teachers without an endorsement in either ESL or bilingual education	\$3,267,538
19	3	11.4	2.5	Bilingual or ESL program directors/coordinators or equivalent	-----
48	0	29.7	0.0	Special education teachers including speech/language clinicians	\$ 949,568
117	2	71.2	0.2	Education Technicians	\$ 712,000
18	0	3.5	0.0	Volunteers	-----
16	1	9.0	1.0	Others	-----
TOTAL					\$5,833,914

Maine Public Schools
ESL Personnel Local Expenditures

*FTE cost estimates do not include fringe benefits or any ESL program costs. Teacher average wage for 1994-95 was \$31,972 (MDOE, Director of Management Information). Paraprofessional wages are arbitrarily estimated at \$10 per hour for purposes of this summary. Administrative positions are not included in the above estimates.

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
Arundel	0	0	0
Auburn	1	0	0
Augusta	2	0	1
Bangor	0	0	1
Bath	1	0	0
Biddeford	3	0	0
Brewer	1	1	0
Brunswick	1	0	1
Bucksport	0	0	0
Cape Elizabeth	0	1	0
Caribou	0	2	0
Ellsworth	0	0	0
Falmouth	1	0	0
Freeport	0	0	0
Grand Isle	0	0	0
Jay	0	0	0
Kittery	1	0	0
Lewiston	1	0	1
MIE - Beatrice Rafferty School	0	10	1
MIE - Indian Township School	0	17	1
Madawaska	0	1	0
Millinocket	1	0	0

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
Old Orchard Beach	0	0	0
Old Town	1	0	0
Portland	0	0	1
Raymond	0	0	0
Sanford	4	1	0
Scarborough	0	0	0
South Portland	1	0	1
Waterville	0	1	0
Westbrook	1	0	0
Yarmouth	0	0	0
SAD 1 - Presque Isle	0	0	0
SAD 3 - Unity	0	1	0
SAD 4 - Guilford	0	0	0
SAD 5 - Rockland	1	0	0
SAD 6 - Buxton	0	0	0
SAD 7 - North Haven	0	0	0
SAD 9 - Farmington	1	0	0
SAD 11 - Gardiner	0	0	1
SAD 12 - Jackman	0	4	0
SAD 15 - Gray	0	1	0
SAD 16 - Hallowell	0	0	0
SAD 17 - South Paris	0	0	0

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
SAD 20 - Fort Fairfield	0	0	0
SAD 21 - Dixfield	0	1	1
SAD 22 - Hampden	1	1	0
SAD 24 - Van Buren	0	26	1
SAD 27 - Fort Kent	0	0	1
SAD 28 - Camden	0	1	0
SAD 29 - Houlton	0	1	0
SAD 33 - Frenchville	1	26	2
SAD 34 - Belfast	1	0	0
SAD 35 - Elliot	0	0	0
SAD 37 - Harrington	0	0	0
SAD 39 - Buckfield	0	0	0
SAD 41 - Milo	0	0	0
SAD 42 - Mars Hill	0	0	0
SAD 43 - Mexico	1	0	0
SAD 44 - Bethel	0	0	0
SAD 45 - Washburn	0	0	0
SAD 46 - Dexter	0	0	0
SAD 47 - Oakland	0	2	0
SAD 48 - Newport	0	0	0
SAD 49 - Fairfield	1	0	0
SAD 51 - Cumberland	0	0	0

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
SAD 52 - Turner	2	0	1
SAD 54 - Skowhegan	0	0	0
SAD 55 - Cornish	0	0	0
SAD 57 - Waterboro	0	0	0
SAD 58 - Kingfield	0	0	0
SAD 60 - North Berwick	2	0	0
SAD 61 - Naples	0	0	0
SAD 68 - Dover-Foxcroft	0	1	0
SAD 71 - Kennebunk	2	0	0
SAD 74 - N. Anson	0	0	0
SAD 75 - Topsham	2	0	0
Union 7 - Saco	1	0	0
Union 29 - Mechanic Falls	0	0	0
Union 30 - Durham	1	0	0
Union 30 - Lisbon Falls	1	0	0
Union 34 - Glenburn	0	0	0
Union 42 - Manchester	0	1	1
Union 42 - Readfield	0	0	0
Union 48 - Wiscasset	0	0	0
Union 51 - Windsor	0	0	0
Union 52 - China	1	0	0
Union 60 - Greenville	1	0	0

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
Union 69 - Appleton	0	0	0
Union 74 - Nobleboro	0	0	0
Union 87 - Orono	1	0	0
Union 91 - Orland	0	0	0
Union 91 - Orrington	0	0	0
Union 92 - Surry	1	0	0
Union 98 - Bar Harbor	0	1	0
Union 98 - Mt. Desert	0	1	0
Union 113 - East Millinocket	0	0	0
CSD 3 - Boothbay Harbor	0	1	0
CSD 18 - Wells	1	0	0
Baxter School for the Deaf	0	14	3
Totals	43	117	19

INSTRUCTOR CREDENTIALS FOR TEACHING LIMITED ENGLISH PROFICIENT (LEP) CHILDREN
IN MAINE NON-PUBLIC SCHOOLS 1994-95

SCHOOL DISTRICT	TEACHER(S) IS (ARE) ENDORSED IN ESL OR BILINGUAL EDUCATION	NO ENDORSEMENT IN ESL OR BILINGUAL EDUCATION	BILINGUAL OR ESL DIRECTOR OR COORDINATOR
Carrabassett Valley Academy	0	0	1
Cerebral Palsy Center	0	0	0
Foxcroft Academy	0	0	0
Fryebury Academy	0	1	0
George Stevens Academy	0	0	0
Gould Academy - Bethel	0	0	1
Hebron Academy	0	0	1
Kents Hill School - Kents Hill	0	0	0
Lee Academy	0	0	0
MCI - Pittsfield	1	1	0
Mount Merici - Waterville	0	1	0
Pine Tree Academy - Freeport	0	0	0
St. John's School - Brunswick	0	0	0
St. Mary's School - Augusta	0	0	0
Waynelete School - Portland	1	0	0
Totals	2	3	3

NATIVE LANGUAGES SPOKEN BY CHILDREN IN MAINE SCHOOLS, 1994-95

LANGUAGE	PUBLIC SCHOOL ENROLLMENTS	NON-PUBLIC SCHOOL ENROLLMENTS
Albanian	3	0
Alcoli	11	0
American Sign incl. Cued Speech	101	1
Amharic	19	0
Arabic	13	4
Armenian	1	0
Bassa	1	0
Bulgarian	3	0
Cantonese	10	0
Cebann	1	0
Champa	2	0
Chinese (Mandarian or Cantonese)	151	13
Creole	7	0
Croatian	1	0
Czech	2	2
Dagare	0	3
Danish	2	0
Dari	23	0
Dibinga	1	0
Dutch	1	2
Farsi (Persian)	45	7
Finnish	2	0
French	1,256	42
Georgian	0	1
German	44	18
Greek	22	0
Gujarati	1	0
Hamitic	1	0
Hawaiian	1	0
Hebrew	7	3
Hindi	11	0
Hungarian	0	1
Icelandic	2	0
Ilocano	3	0
Indonesian	1	2
Italian	9	0

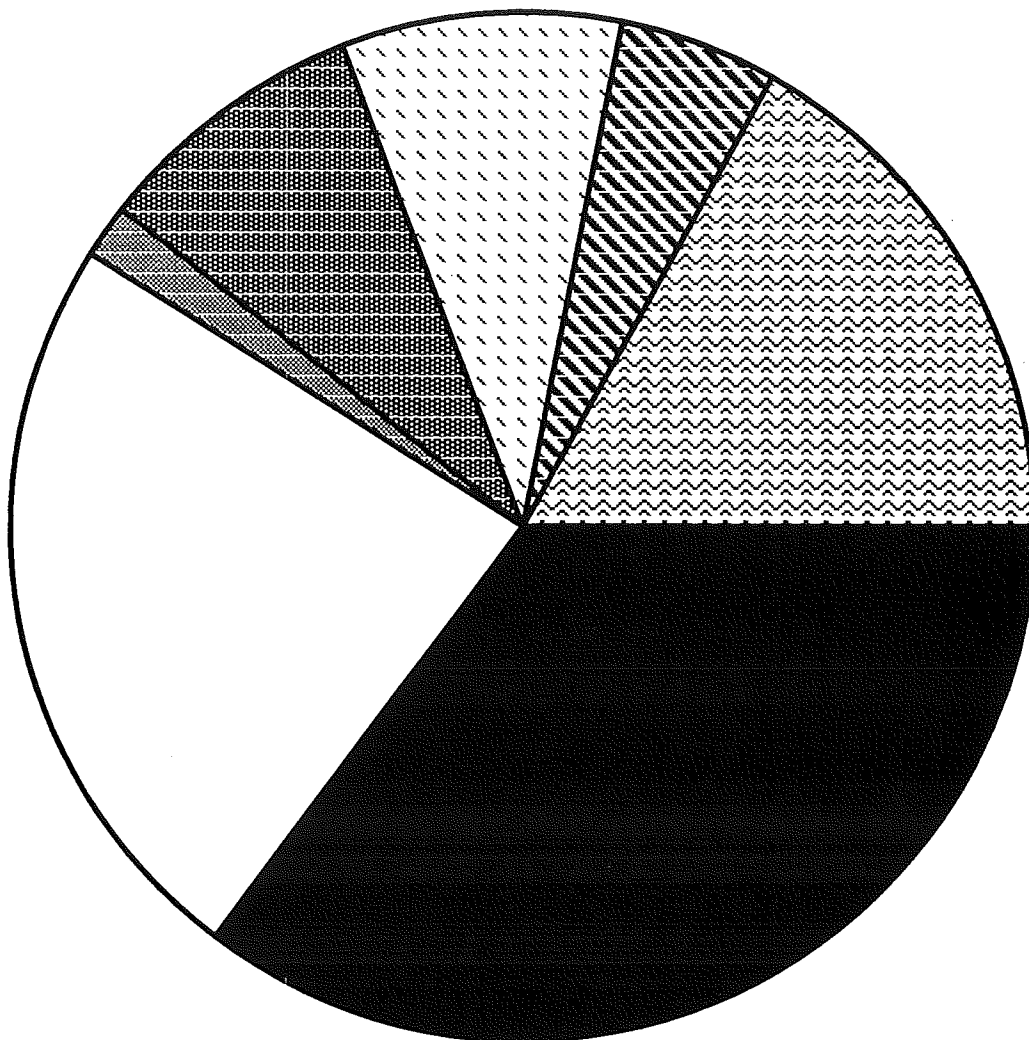
NATIVE LANGUAGES SPOKEN BY CHILDREN IN MAINE SCHOOLS, 1994-95

LANGUAGE	PUBLIC SCHOOL ENROLLMENTS	NON-PUBLIC SCHOOL ENROLLMENTS
Jamaican English	5	0
Japanese	23	37
Jigrina	0	1
Kannadda	1	1
Khmer	354	2
Kigali	3	0
Korean	44	21
Lao	10	0
Lebanese	5	0
Lithuanian	2	0
Luganda	1	0
Malay	3	0
Marathi	2	0
MicMac	1	0
Mixtex	5	0
Mohawk	1	0
Nevr	1	0
Norwegian	7	0
Oriya	1	0
Pakistan	2	0
Palauan	1	0
Pashtu	3	0
Passamaquoddy	316	6
Polish	65	4
Portugese	19	2
Punjabi	6	0
Romaneste	1	0
Romanian	1	1
Russian	85	14
Rwandan	1	0
Samoan	1	0
Serbo-Croatian	34	0
Sindhi	2	0
Somali	59	0
Spanish	291	28
Sudanese	57	0

NATIVE LANGUAGES SPOKEN BY CHILDREN IN MAINE SCHOOLS, 1994-95

LANGUAGE	PUBLIC SCHOOL ENROLLMENTS	NON-PUBLIC SCHOOL ENROLLMENTS
Swahili	16	0
Swedish	7	3
Tagalog	60	3
Taiwanese	0	1
Tamil	2	2
Tegrinian	8	0
Telugu	1	0
Thai	6	1
Turkish	1	1
Ukrainian	10	0
Vietnamese	238	8
Language Unknown	43	2
Totals	3,563	237

Non-English Heritage Languages of Maine School-Age Youth 1994-95 (As a Percentage of Non-English Heritage Languages)

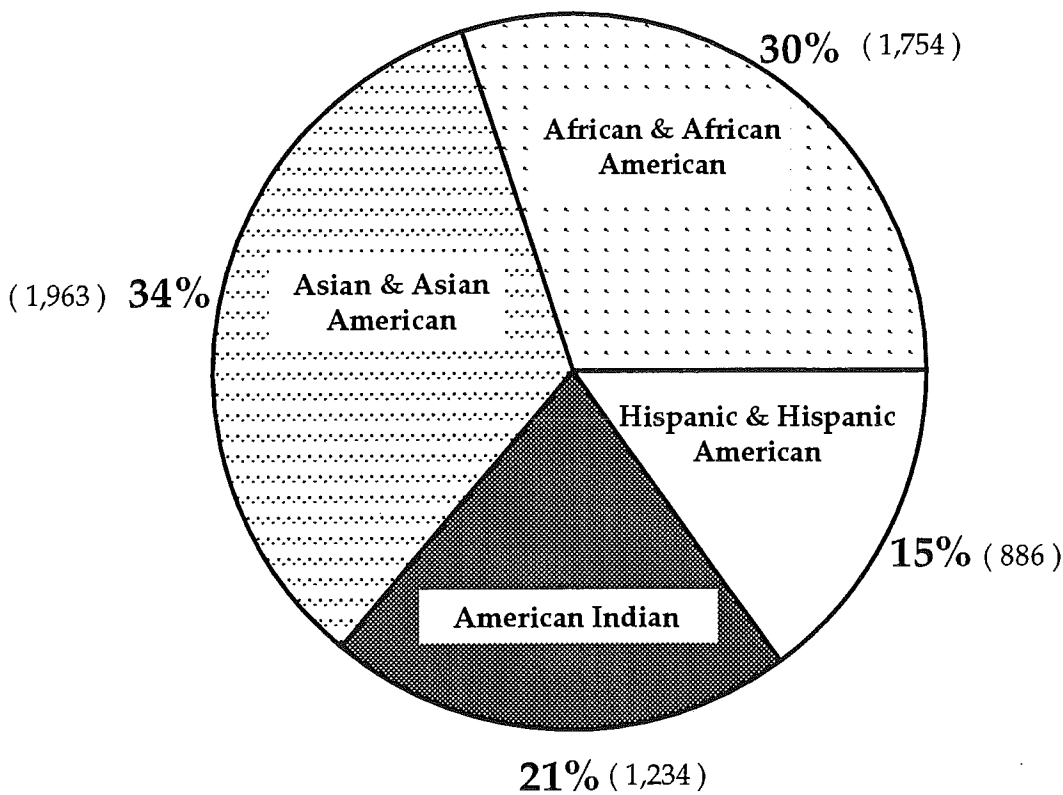


- French: 1,308 (35%)
- Asian: 885 (16 Languages) (23%)
- ▒ German: 62, (1.6%)
- ▓ Spanish: 319 (8.5%)
- ◻ American Indian: 331 (5 Tribal Languages) (8.8%)
- ◼ African: 183 (13 languages) (4.9%)
- ◽ Other: 636 (48 Languages) (17%)

Total Non-English Heritage Language Use : 3,724 Students

Source: Maine Department of Education, IASA Title VII Office, 1995

Non-white Racial Ancestry of Maine's School Age Youth, 1994-95



Notes:

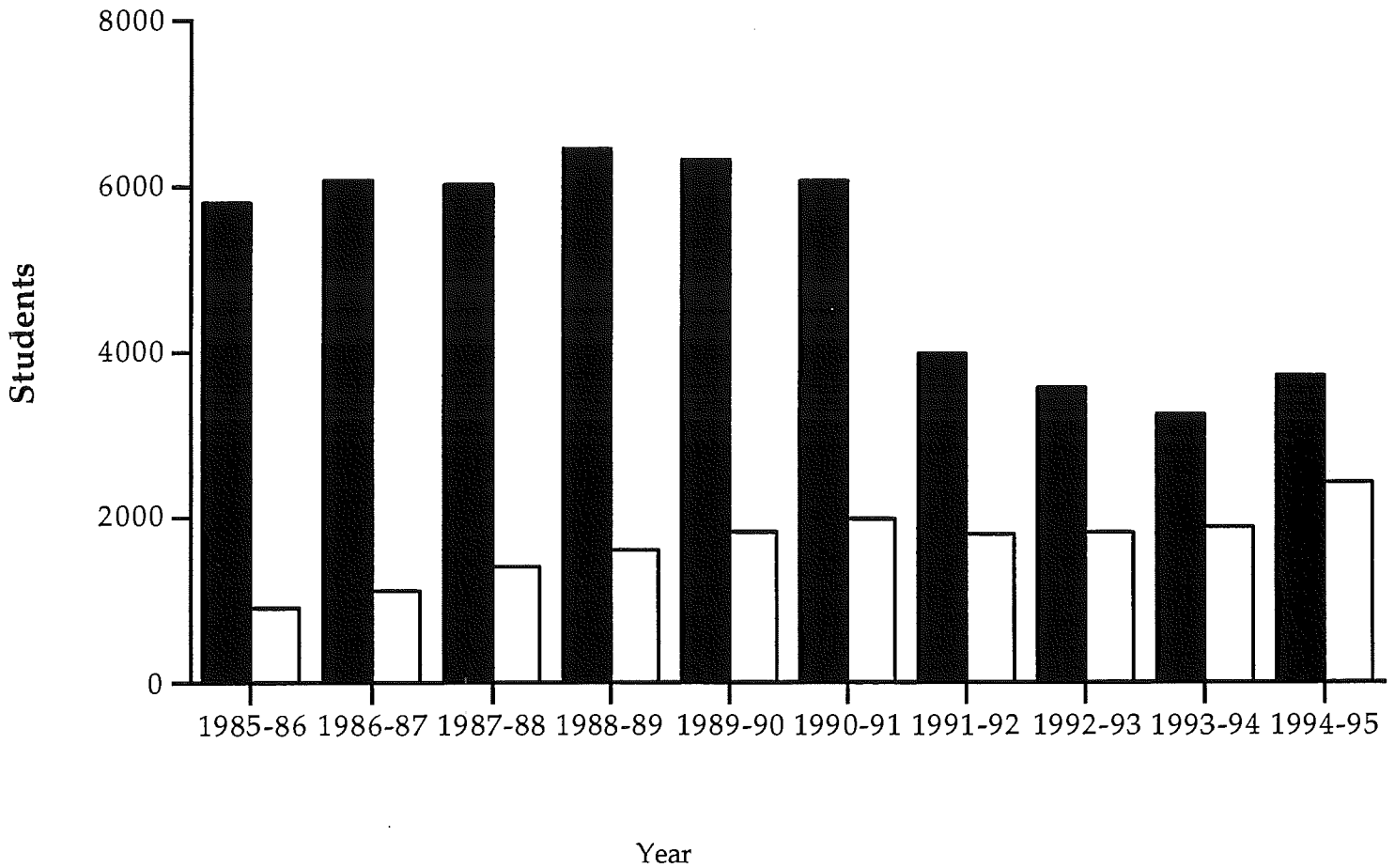
* Caucasian school age population: 220,530

* Non-white racial ancestry comprises 2.6 % of the State's School-Age population.

Source: Maine Department of Education, Division of Management Information, 1995

Public Schools Enrollment Trends for Language Minority Youth

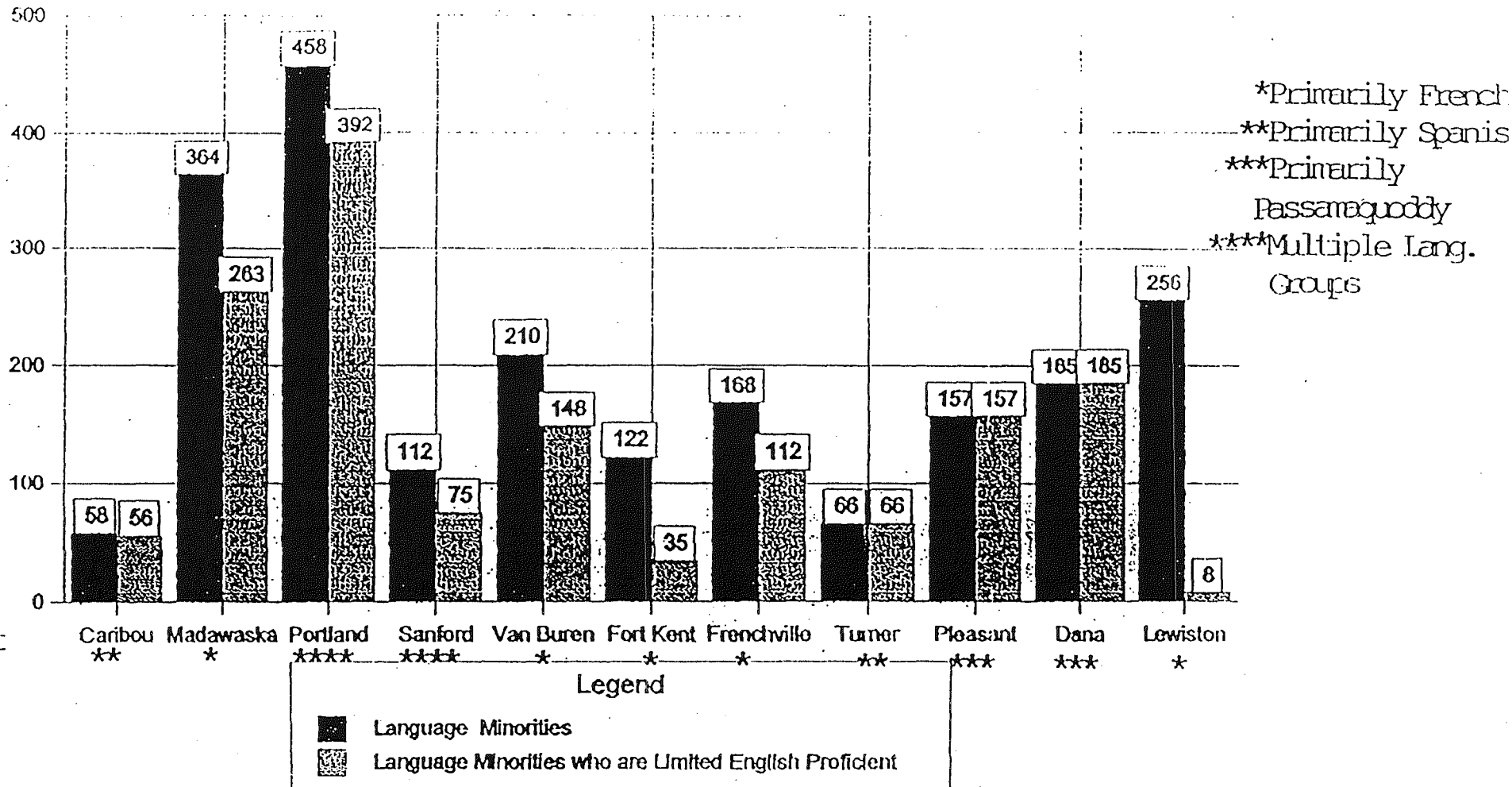
■ Language Minority
□ LEP



Source: Maine Department of Education, IASA Title VII Office, 1995

High Concentration Language Minority

Children in Maine Schools, 1995



LANGUAGE MINORITIES' PERFORMANCE

on the

MAINE EDUCATION ASSESSMENT: 1995

State Legislation

Implemented in 1985 as result of Educational Reform Act of 1984

Grade Levels Assessed Annually

Grades 4, 8, and 11

Content Areas Assessed

Reading, writing, math, science, social studies, and humanities.

Construction and Administration

- Newly implemented is an open-response format.
- Test content is reviewed by an advisory committee.
- The test in each of the areas of science, social studies, health, and arts and humanities consist of 24 open-response questions.
- Four performance levels in reading and math were established by the student-based constructed-response methods.
- Percentages of students at different performance levels are reported for each subject area tested.
- Writing is measured by direct writing assessments (i.e., writing samples in response to prompts).
- Detailed evidence of the MEA's quality of reliability and validity is available on request.

Identification of Language Minority Subgroups

- Monolingual children - children whose communicative competence is limited to English.
- Bilingual English fluent - children whose communicative competence extends to two languages, English skills of reading, writing, speaking, and listening are at cognition levels equivalent to English-only students of comparable academic standing and maturation.
- Limited English proficient students - communicative competence in English is limited in at least one of the following: reading, writing, speaking, or listening.
- Identification of language minority students is at the discretion of each school's MEA administrator.

Language Minority Subgroup Results

- Graphs on the following pages show performance on the MEA for language minority subgroups tested.

- Monolingual English students out-perform the other two groups in most areas at all grade levels.
- Limited English proficient students demonstrate lowest scores in all subject areas of these groups taking the test.
- Bilingual-English fluent children consistently perform below monolingual English students in all subject areas.

MEA PARTICIPATION - 1994-95

	NUMBER OF PARTICIPANTS			Number of Bilingual LEP Excluded from Testing
	Monolingual English	Bilingual English Fluent	Bilingual LEP	
Grade 4	14,072 (97%)	200 (1%)	34 (less than 1%)	41
Grade 8	11,613 (96%)	283 (2%)	25 (less than 1%)	33
Grade 11	10,745 (97%)	280 (2%)	56 (less than 1%)	21

What the Scores Mean

On the next pages are graphs showing how language minority sub-groups performed on the 1994-95 Maine Educational Assessment for Grades 4, 8, and 11.

Scaled Scores

Scaled scores are reported for the subject areas of science, arts and humanities, social studies, and health. Health education was not assessed for Grade 11. Scaled scores are used to report the results because of their ease of interpretation and ability to be used to evaluate the results.

In order to develop the scale, the statewide average was set to 250 in 1985-86 for every content area except writing. For these areas, scores larger than 250 mean that performance was above the statewide average for 1985-86. For writing, the state average was adjusted in 1994 based on the results of a special study evaluating the changes in writing performance over several years.

Scaled scores can range from 100 to 400. If a group average is below 100 or above 400, it is printed as 100 or 400, respectively. Scores of 100 do not mean no questions were answered correctly, just as scores of 400 do not mean all questions were answered correctly. Such scores indicate achievement levels far below or far above the statewide average.

Scaled scores in a subject accurately represent the performance of a group of students tested in a particular year. Results are reported for groups of students of five or more only. Results are not given for smaller groups because of considerations of confidentiality.

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

Subgroup results not only allow school staffs to monitor the performance of particular groups of interest, they enable the readers to identify factors that appear to relate to performance and compare their students to students statewide with respect to those factors.

Performance Levels

Performance levels described as distinguished and advanced, basic and novice are reported as percentages for language minority participants who participated in the test. Areas measured using these performance level designations are reading, writing, and mathematics for grades 4, 8, and 11.

Performance Levels for Reading

Distinguished Maine readers demonstrate the ability to see implications and extend applications and connections beyond the obvious. These students are insightful, understand complex ideas, control reading strategies needed to construct meaning from various types of material, and use reference skills effectively.

Advanced Maine readers demonstrate full understanding of the text and can link ideas within and among texts. These readers' answers to questions are complete, demonstrate control of reading strategies needed to construct meaning from various types of material, and show knowledge of reference skills.

Basic Maine readers demonstrate better understanding of some types of texts than others. These students may make important connections among ideas within some texts or in some responses, but the demonstration of this ability may not be consistent across texts. Some readers may be consistent in making obvious connections and relatively low-level inferences across texts. These readers demonstrate some control of reading strategies needed to construct meaning from various types of material and know standard reference skills.

Novice Maine readers demonstrate limited understanding of reading material beyond obvious stated facts. These readers' control of strategies appears to be dependent on the particular type or difficulty level of the text. These students demonstrate limited ability to use reference skills independently.

Performance Levels for Writing

Distinguished Maine writers craft richly developed essays that incorporate carefully chosen details, a distinctive tone and style of writing, and rich and effective language. The personal interest and involvement of the writers are obvious, and the readers are drawn into and led through the pieces of writing with subtlety and skill.

Advanced Maine writers create fully developed essays with relevant, often strong, details, a consistent tone, and demonstrated control of the topic and the task. The writers are obviously interested and involved in the writing and use language effectively, including an appropriate variety in sentence structure and wording.

Basic Maine writers create moderately well-developed essays in which most of the details are relevant and appropriate. The writers seem to be interested and involved in the writing; the essays are focused and exhibit some variety in wording and sentence structure. Errors in sentence structure, word choice and usage, spelling, capitalization, or punctuation sometimes limit the effectiveness of the writing.

Novice Maine writers produce essays characterized by limited development, focus, and details. These writers may tell a complete story, but their writing lacks elaboration and a sense of fullness. They use limited variety in wording and sentence structure. Sometimes their writing is too simplistic to reveal the students' understanding of grammar/mechanics.

Performance Levels for Mathematics

Distinguished Maine students demonstrate in-depth understanding of mathematics by applying sound reasoning to solve non-routine problems using efficient and sometimes innovative strategies. These students make connections among mathematical concepts and extend their understanding of specific problems to more global or parallel situations. They can communicate mathematically with effectiveness and sophistication.

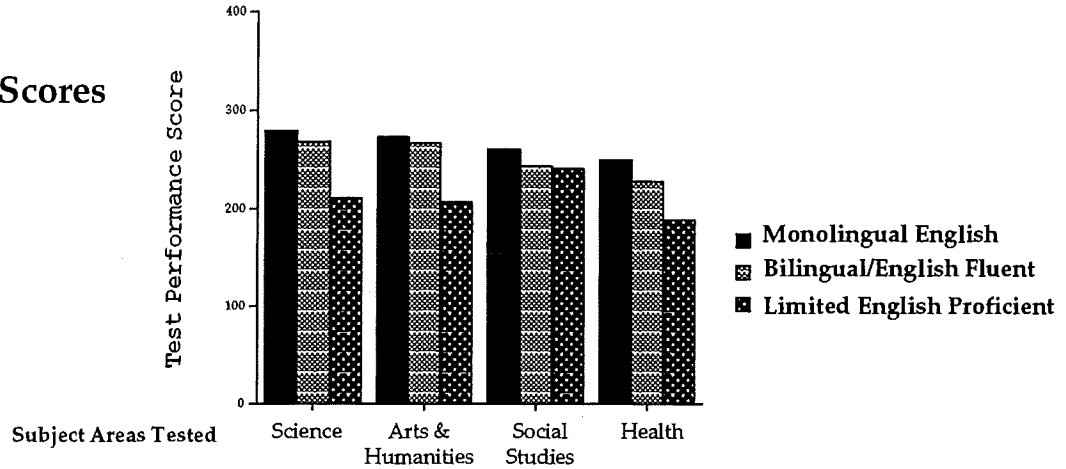
Advanced Maine students solve routine and many non-routine problems and determine the reasonableness of the solutions using estimation, patterns and relationships, connections among mathematical concepts, and effective organization of data. These students make important connections of mathematics to real-world situations, do accurate work, and communicate mathematical strategies effectively.

Basic Maine students can solve routine problems, but are challenged to develop appropriate strategies for non-routine problems. Solutions sometimes lack accuracy; reasoning and communications are sometimes limited.

Novice Maine students demonstrate some success with computational skills, but have great difficulty applying those skills to problem-solving situations. Mathematical reasoning and communications skills are minimal.

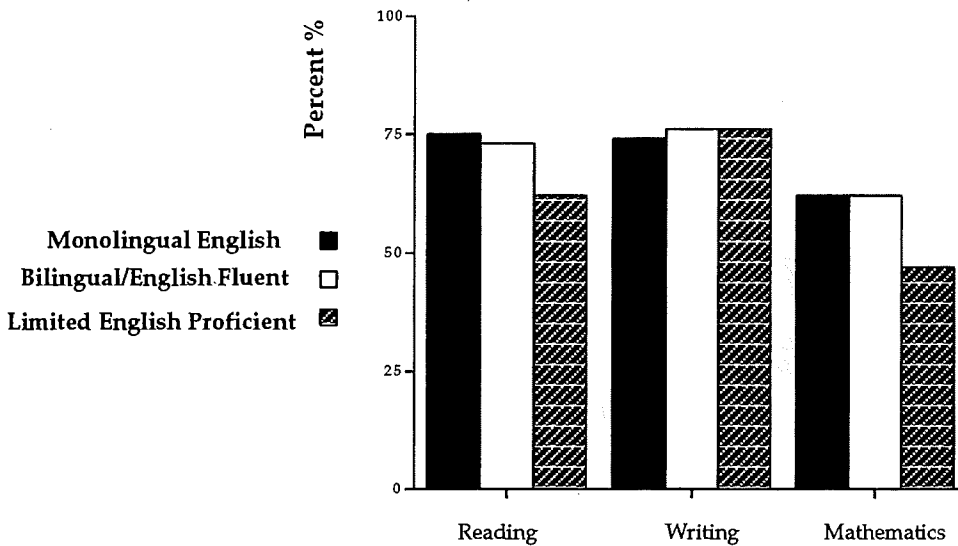
1994-95 Maine Educational Assessment Results by Level of English Fluency

Grade 4 Scaled Scores



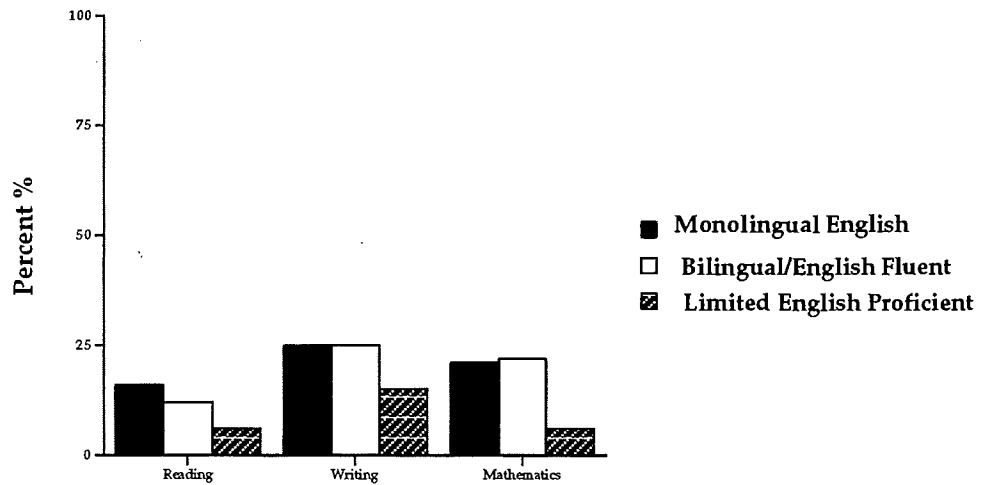
Grade 4 Performance Levels

Basic/ Novice



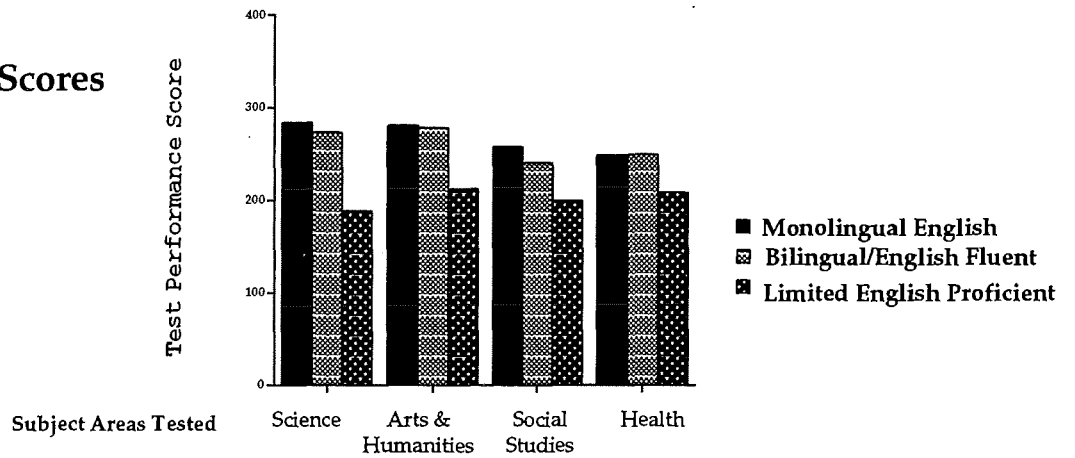
Grade 4 Performance Levels

Advanced/Distinguished



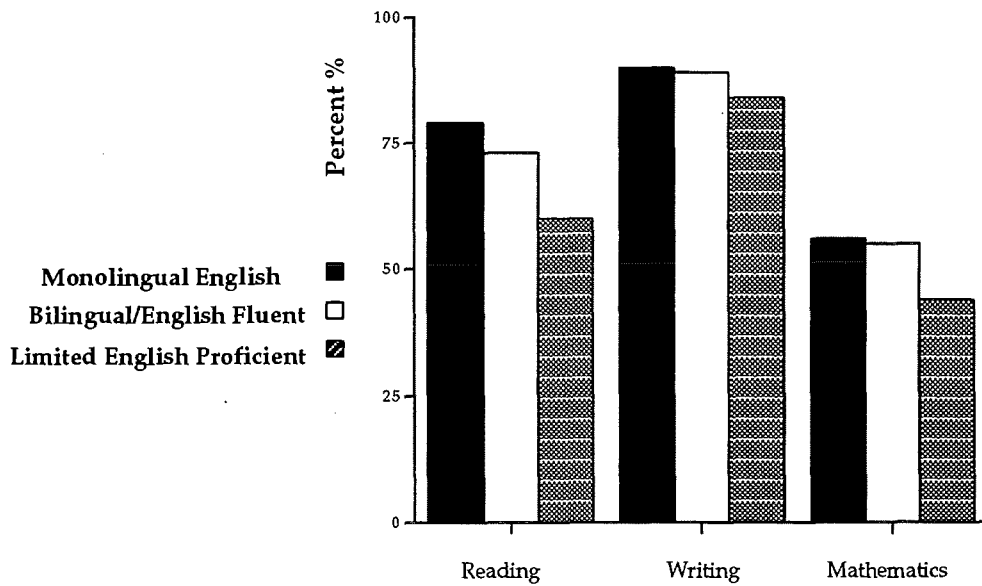
1994-95 Maine Educational Assessment Results by Level of English Fluency

Grade 8 Scaled Scores



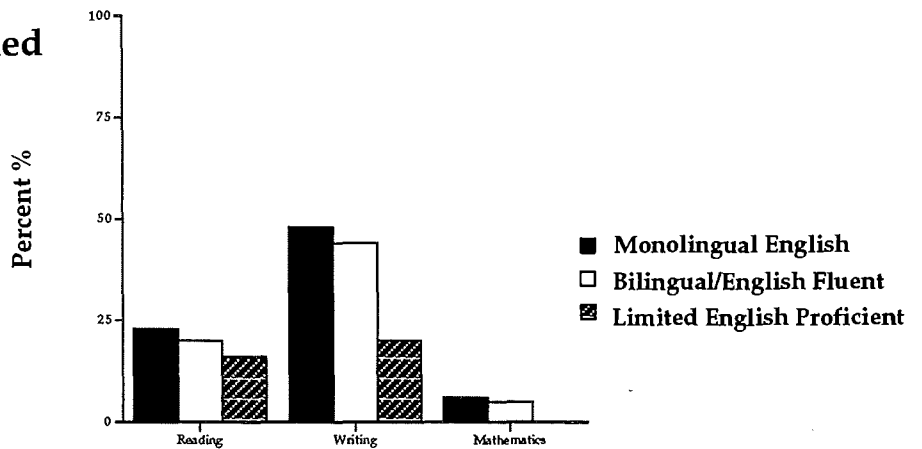
Grade 8 Performance Levels

Basic/ Novice



Grade 8 Performance Levels

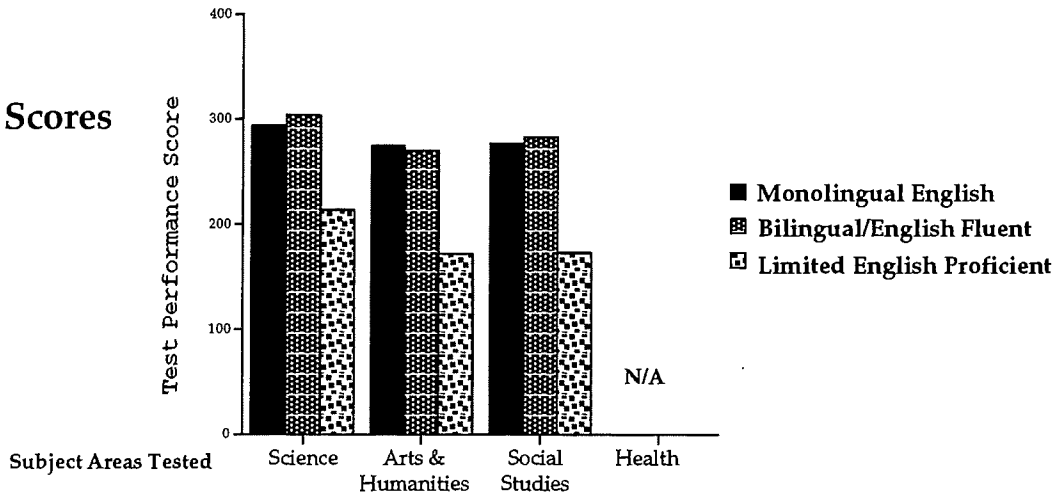
Advanced/ Distinguished



1994-95 Maine Educational Assessment

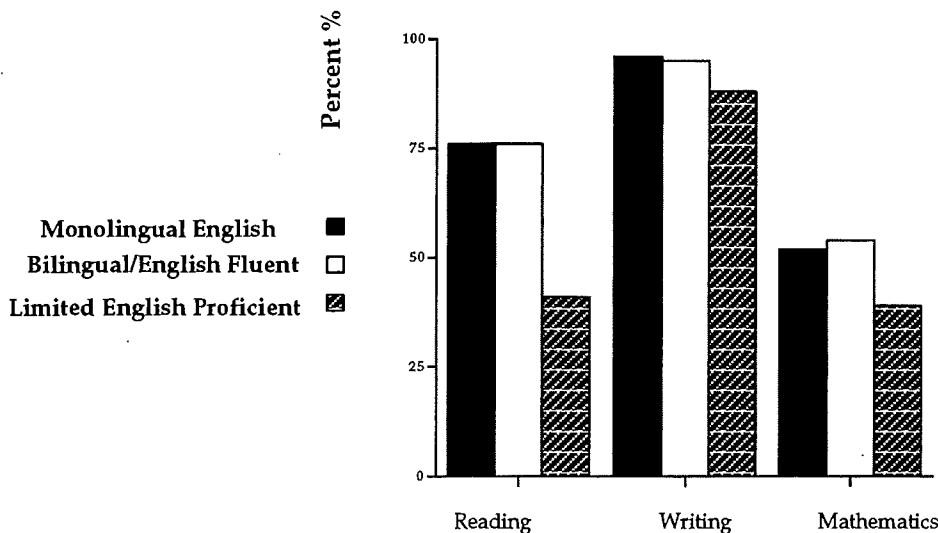
Results by Level of English Fluency

Grade 11 Scaled Scores



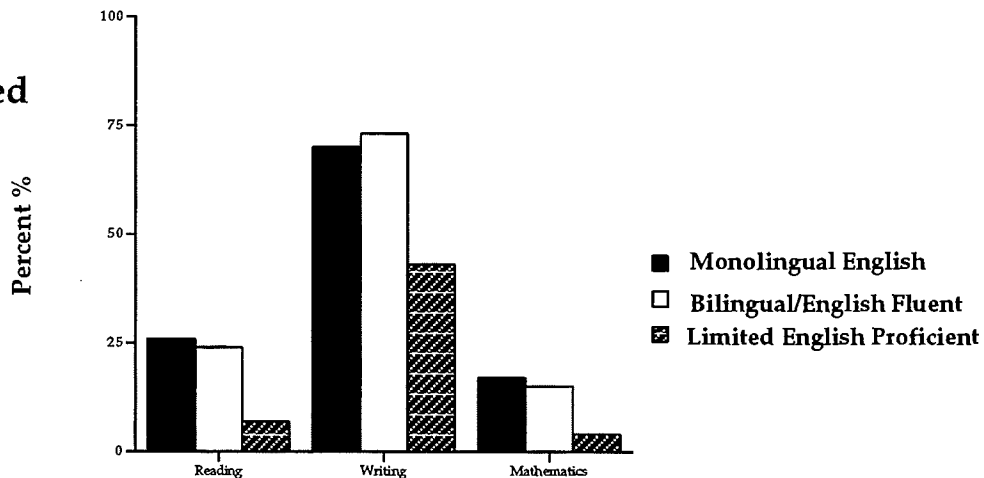
Grade 11 Performance Levels

Basic/ Novice



Grade 11 Performance Levels

Advanced/Distinguished



Source: Maine Department of Education, Federal Projects Language Minorities, 1995

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Page 1

Project and School District	Dates(s) of SEA Monitoring	A. Total Public School Enrollment	B. Total Private School Enrollment	C.i. Total LEP (Public/Private) Enrollment	C.ii. Method(s) Used to Identify LEP Children	C.iii. EDUCATIONAL CONDITION OF LEP CHILDREN			D. No. LEP Children Enrolled in Programs to Meet Their Needs
						No. Retained In Grade	No. Referred to/Placed in Spec. Ed.	No. Dropout	
Portland: Project E.X.P.L.O.R.E.	11/17/94	8,134	816	559	California Pre-School Social Competency Scale; Peabody Picture Vocabulary; oral interviews; Pre-Kindergarten Behavior Inventory; parent referrals; Brigance; Pre-school Language Skills Inventory; YTBR (parent survey)	0	0	N/A	40
Portland: Project S.M.I.L.E.	11/17/94	8,134	816	559	California Pre-School Social Competency Tests; Peabody Picture Vocabulary; oral interviews; Pre-Kindergarten Behavior Inventory; parent referrals; Brigance; Pre-school Language Skills Inventory; YTBR (parent survey)	0	0	N/A	40
Northern Maine Bilingual Education Project (SAD's 24/33)	10/13/94	1,036	0	264	Home Language Survey; SAD #33: 50 percentile cut-off in reading and math on CAT-5; 60 percentile cutoff at SAD 24 for CTBS; LAS	3	15/15	0	105
So. Portland et. al. Consortium: Project S.U.M.M.E.R.S. (5 LEA'S)	11/8/94	21,568	1,316	633	LAS; IPT; IDEA; CAT; Ekwall; SRA; LAB; Maine Educational Assess; Slosson; Gates; McGinite; Woodcock	N/A	N/A	7	107
SAD #71, SAD #60, Biddeford, So. Portland: Project "Synergy 2000"	9/26/94	11,638	646	147	LAS; Home language; school records; parental and teacher referrals	1	1/11	1	116
Portland: Project I.M.A.G.I.N.E.	11/14/94	7,911	734	559	CAT, IPT, LAS, Home Language Survey, Teacher & Parent Referral; Interviews; PPVT; Slosson; Ekwall; Gaites	0	6/6	1	193

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Page 2

Project and School District	Dates(s) of SEA Monitoring	A. Total Public School Enrollment	B. Total Private School Enrollment	C.i. Total LEP (Public/Private) Enrollment	C.ii. Method(s) Used to Identify LEP Children	C.iii. EDUCATIONAL CONDITION OF LEP CHILDREN			D. No. LEP Children Enrolled in Programs to Meet Their Needs
						No. Retained In Grade	No. Referred to/Placed in Spec. Ed.	No. Dropout	
Portland: Project C.R.E.A.T.E	11/9/94	7,911	734	559	CAT, GAITES, LAS Home Language Survey, previous school records	0	16/11	0	392
Indian Township: Project SKUYIN	11/3/94	179	0	161	CAT, Home Language Survey, LAS, MEA; parent referrals; Chapter 1 & Special Ed Testing	0	20/42	N/A	161
Turner: SAD #52 Project I.M.P.A.C.T.	10/5/94	2,217	60	41	BSM; IDEA/IPT; LAS; informal assessments; teacher referrals	0	4/1	0	41

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Page 3

Project and School District	D. Description of Programs that Meet LEP Student Needs	D. No. LEP Served By Chapter One	D. No. LEP Served By Emergency Immigrant Education Program	D. No. LEP Served By Even Start	E. No. LEP Children Who Need/Could Benefit from Programs Identified in Part D	F. No. LEP Students to Receive Instruction Through Title VII Program
Portland: Project E.X.P.L.O.R.E.	"Experiential Pre-school Language Learning Opportunities and Resources for Excellence" is a Special Populations program for LEP pre-schoolers	0	0	0	109	40
Portland: Project S.M.I.L.E.	"Science & Math Integrated in Learning English" is a Special Alternative Instructional Program for LEP pre-schoolers	0	0	0	109	40
Northern Maine Bilingual Education Project (SAD's 24/33)	Project is Transitional Bilingual education; SAD #33 is 7-12; SAD #24 is K-6	59	0	0	189	191
So. Portland et. al. Consortium: Project S.U.M.M.E.R.S.	Consortium project is a special alternative instructional program providing ESL support during the summer	218	433	0	578	107
SAD #71, SAD #60, Biddeford, So. Portland: Project "Synergy 2000"	Consortium project is a special alternative instructional program to support language and content needs, K-12	0	0	0	116	116
Portland: Project I.M.A.G.I.N.E.	Special alternative instruction program focused on video and computer for secondary level newcomers	0	128	0	185	185

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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Project and School District	D. Description of Programs that Meet LEP Student Needs	D. No. LEP Served By Chapter One	D. No. LEP Served By Emergency Immigrant Education Program	D. No. LEP Served By Even Start	E. No. LEP Children Who Need/Could Benefit from Programs Identified in Part D	F. No. LEP Students to Receive Instruction Through Title VII Program
Portland: Project C.R.E.A.T.E.	Special alternative project focusing support of K-8 content instruction through video production and the arts	8	96	N/A	433	178
Indian Township: Project SKUYIN	Passamaquoddy/English Transitional bilingual education; project: "Wait for Me = /SKUYIN"	67	N/A	N/A	179	179
Turner: SAD #52 Project I.M.P.A.C.T.	Technology based Spanish/English transitional bilingual education; "Innovative Media Arts Based Program Advancing through Cooperation, Sheltered English, and Whole Language Toward Opportunity"	2	0	0	56	56

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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Page 5

Project and School District	G. Statement of LEA Ability to Serve LEP Students	G. Need for Further Training of Personnel	H. Resources Needed to Develop, Operate, Improve Program
Portland: Project E.X.P.L.O.R.E.	Staff working on ESL endorsement; available space; material resources; school partnerships; broad-based LEA commitment; pre-K-12; LEA-sponsored staff development; district-wide restructuring	Training of parents to life in USA; Cooperative instructional teams; ESL methods appropriate to pre-schoolers; African cultures; P.I.A.G.E.T. training; developmentally appropriate pre-school instructional practices; facilitator skills in content area teacher partnerships	Continued staff training; pre-school curriculum development; family support services; more instructional materials; more native language facilitators
Portland: Project S.M.I.L.E.	Staff working on ESL endorsement; available space; material resources; school partnerships; broad-based LEA commitment; pre-K-12; LEA-sponsored staff development; district-wide restructuring	Training of parents to life in USA; Cooperative instructional teams; ESL methods appropriate to pre-schoolers; African cultures; P.I.A.G.E.T. training; developmentally appropriate pre-school instructional practices; facilitator skills in content area teacher partnerships	Continued staff training; pre-school curriculum development; family support services; more instructional materials; more native language facilitators
Northern Maine Bilingual Education Project (SAD's 24/33)	Bilingual staff includes teachers, aides, and principals; proximity to French Canada; in-town university campus; Les Archives Acadiens personnel and resources	Math/science to meet national education goals; special education and LEP pedagogy; biliteracy skills; portfolio assessment; integrated curriculum; L ₁ skills development of staff; high school level bilingual education awareness across disciplines; PAC training in bilingual education enhancement	Consultants supported under T-7 and the Deseg. Center (EAC, MRC, SEA); university consultants; curriculum materials; travel support for staff training
So. Portland et. al. Consortium: Project S.U.M.M.E.R.S.	Easy access to materials; cohesiveness of consortium; at least 50% of staff are ESL endorsed; all districts have ongoing year-round support program for LEP children; staff training occurs prior to summer	Pre-service training for all teachers; math/science/LEP training; ESL curriculum & methods; computer training; facilitator training	Staff management in group dynamics; curriculum coordination support; Consultation support to help sustain PAC's for low-incidence LEP communities; continued training in educational technologies and computer software; Project facilities & equipment; support staff; consultation support for facilitator training and grant writing
SAD #71, SAD #60, Biddeford, So. Portland: Project "Synergy 2000"	Most staff are certified and endorsed in ESL; generous attention given to instructional and administrative space; material resources; K-12 service support; intensive staff training; project director well respected leader in language minority training	ESL training to meet program objectives; parent training for PAC development; curriculum development for ESL crosscultural content; assessment; mainstream teachers training is currently being negotiated in each district	Expansion of staff training and curriculum development; PAC development; more instructional materials for multiculturalism; expansion of consortium as project model; full staff to hold ESL endorsement

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Page 6

Project and School District	G. Statement of LEA Ability to Serve LEP Students	G. Need for Further Training of Personnel	H. Resources Needed to Develop, Operate, Improve Program
Portland: Project I.M.A.G.I.N.E.	Skilled and certified ESL and bilingual staff; district provides positive response to LEP needs; intensive staff training; interschool cooperative projects in support of multicultural education - easy access to appropriate instructional materials	Curriculum development (i.e.: content integration) for multi-level classroom organization (NEP-TEP); more computer assisted ESL instruction; expand parent training to include broader cultural representation and inter-ethnic conflict; thematically based content instruction and cooperative learning, especially for non-ESL trained personnel such as subject area teachers; video film animation editing techniques; knowledge of computer software; crosscultural training specific to target cultures at PHS	Outreach to the non-Asian community is underway; LEA will pursue T-7 enhancement RFP
Portland: Project C.R.E.A.T.E.	Skilled and certified ESL and bilingual staff; district provides positive response to LEP needs; intensive interschool staff training	Ongoing need for beginner program staff training for non-English children; teaching media literacy to LEP students; training in special education/LEP; mainstream staff training	Establish position of ESL coordinator for K-8, districtwide
Indian Township: Project SKUYIN	Passamaquoddy staff; geographic advantage of the reservation; access to Wabenaki environment to teach science/environment and cultural expression; broad-based familiarity with LEP concerns; strengthened relationship with tribal agencies serving parent clients	Ongoing systemwide math/science crosscultural training; non-native teacher training for holistic teaching; designing electronic media computer training, esp. in use of software for children; ongoing Fetal Alcohol Syndrome - learning and teaching; culture exchange	Costs associated with UMM teacher training support; word processing software for LEP Wabenaki youth; access to more model curriculum via computer MODEM; access to technical specialist; expansion of this culture model for systemic change
Turner: SAD #52 Project I.M.P.A.C.T.	Teachers are skilled in diagnosing LEP student need; native speaking staff; ESL endorsed staff	Assessment and modification of content area teaching for L ₁ L ₂ youth; diversity issues; alternative assessment; CD-Rom capacity of network to support L ₁ , L ₂ instruction; video training	Cost-free training; video equipment; additional computers, esp. at the high school and alternative school; CD ROM technology

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Page 7

Project and School District	I. Activities to Be Undertaken	I. Capacity Building	J. Goals of Program and How They Will Be Measured
Portland: Project E.X.P.L.O.R.E	P.I.A.G.E.T. training; continue parent voluntarism; re-design materials to reflect evolving demographics; Woodfords Pre-school Project conducting cooperative activities with both T-7; training for transition to kindergarten	LEA-paid home-school coordinator; instructional space; administrative supervision; expand use of facilitators to reflect demographic changes for newly arrived language groups, foster grandparents & volunteers; staff development; 30 FTE's are locally funded district-wide	Program progress gauged on parental and instructor feedback and comprehensive battery of tests, including student portfolio assessment with rating scales; independent evaluator measures program effectiveness with pre/post testing of students
Portland: Project T.A.L.K.	P.I.A.G.E.T. training; continue parent voluntarism; re-design materials to reflect evolving demographics; Woodfords Pre-school Project conducting cooperative activities with both T-7; training for transition to kindergarten	LEA-paid home-school coordinator; instructional space; administrative supervision; expand use of facilitators to reflect demographic changes for newly arrived language groups, foster grandparents & volunteers; staff development; 30 FTE's are locally funded district-wide	Program progress gauged on parental and instructor feedback and comprehensive battery of tests, including student portfolio assessment with rating scales; independent evaluator measures program effectiveness with pre/post testing of students
Northern Maine Bilingual Education Project (SAD's 24/33)	Establish a week-long institute conducted in French for staff; continue to develop a process for portfolio assessment for project participants; implementation of L ₁ L ₂ multi-age grouping within the consortium; block scheduling at the middle and high school levels in SAD #33.	SAD #33 has supported bilingual education training for the past seven years; bilingual staff and administration; superintendent is active on New England Supts' Council for Language Minority Children; and instructional components of former B.E. project have been retained at SAD #33; curriculum coordinator will remain in district beyond grant period; office space, supplies, phone provided by LEAs	Independent evaluator reviews project data through teacher interviews; evaluator interprets scores from comprehensive battery of tests: "BASE" scale for student attitude study with L ₁ L ₂ questionnaire; a review of data annually; parental advisement is ongoing via PAC activity; University of Moncton developed a questionnaire regarding attitudes toward culture and first language at the secondary level
So. Portland et. al. Consortium: Project S.U.M.M.E.R.S.	A video production will be developed to sustain LEA capacity building; processes are being refined for developing language, culture, and technology training; parent involvement in all LEA's; continued curriculum development; develop an alternative assessment instrument to determine program effectiveness	Most staff are ESL endorsed; the mission of the project is to provide PAC's, Supts, and Boards with compelling data to support continuation of the project when federal funding ends; the consortium has made significant increases in its financial commitments to the program	Academic achievement & English fluency are goals; independent evaluator assesses attainment of project objectives; comprehensive testing in math, science, crosscultural awareness, and English by all LEA's; self-esteem measurement; rigorous record-keeping

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Project and School District	I. Activities to Be Undertaken	I. Capacity Building	J. Goals of Program and How They Will Be Measured
SAD #71, SAD #60, Biddeford, So. Portland: Project "Synergy 2000"	Continued development of elementary, middle and high school multi-cultural literature and diversity education that is multi-cultural; dissemination of project statewide; in-service training for mainstream faculty in all consortium schools; utilizing project completion of goals and activities for Title VII academic excellence consideration in 1995	ESL-endorsed staff; Non-project teacher in-service; staff training paid by LEAs; broad-based school partnerships; mainstream teachers incorporate cultural fluency and use of multicultural literature in their classrooms; continual expansion of multicultural library acquisitions; increased financial commitment of local school committee at Biddeford	Comprehensive assessment utilizing expanded standardized school multi-cultural literature and diversity test data; proficiency checklists; evaluation of writing; individual reading inventories; anecdotal records; Independent evaluator provides pre/post data analysis to determine project impact; LEA consortium had committee advising on project goals and objectives Three goals: <ol style="list-style-type: none"> 1. English fluency (see c.ii.) 2. Academic achievement 3. Technology based instruction
Portland: Project I.M.A.G.I.N.E.	Multicultural education elective for all non-LEP's; multicultural quilt project; three new PAC's underway (African, Eastern Bloc, Middle East); UNUM and Maine Medical Center mentoring expanded	Continuation of ambitious staff training; school committee has approved additional ESL staff well beyond Title VII staff allocations; ratio of T-7 staff to local funding is 30 full-time equivalents (LEA) to .5 full-time equivalents (T-7) that provide direct services to LEP children	Independent Evaluator assesses the accomplishment of objectives through observation, interviews, review of project records, and through analyses of student test scores. Evaluation is both formative and summative
Portland: Project C.R.E.A.T.E.	Continued staff training; more native folk tales for curriculum use; create users' guide to student-made videos	Continuation of ambitious staff training; school committee has approved additional ESL staff well beyond Title VII staff allocations; ratio of T-7 staff to local funding is 30 review full-time equivalents (LEA) to 0.0 full-time equivalents (T-7) that provide direct instruction to LEP students.	Independent evaluator assesses the accomplishment of objectives through observation, interviews, questionnaires, review of project records, attendance, and through analyses of student tests and rating scales scores. Evaluation is both formative and summative.

1994-95 SEA REVIEW OF ESEA TITLE VII FUNDED PROJECTS

Maine Department of Education

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

Page 9

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Indian Township: Project SKUYIN	Ongoing UMM Project "WILD" family science & environment; Field trips in environment exploited as natural teaching laboratories; plan for developmental culture/choice curriculum; staff has developed curriculum for culture studies; continue University and LEA partnership for "MAWIYANE DAY" and parenting skills training, in cooperation with Indian Health Services, Washington County Teacher support services (CEU's) for parent training; UMM library research; Tribal access Channel 61 Cable TV for Passamaquoddy language; community bulletin board; ABE Passamaquoddy enhancement classes	Native curriculum in place; improved usage of L1 in all classrooms; director en route to doctorate in native education; school environment is deliberately culture rich; staff trained in culture-bound developmental psychology; Board of Education attends B.E. workshops on local funds; broad teaching strategies for training on addictive behaviors among native children; tribal staff meet weekly to establish strategies for improved culturally relevant curriculum at Township School; secured funds for staff development with local university under alternative funding; private donations received for continuing Wabenaki culture curriculum	Continue to capture the validity of what we are successfully accomplishing; will prepare summative performance report at end of 4 years with plan based on current project goals, objectives, and scope - newly developed community questionnaire on positives in Passamaquoddy education is completed
Turner: SAD #52 Project I.M.P.A.C.T.	Adoption of Colorado academic excellence project; ongoing training in diversity and technology; curriculum modifications for content; strengthen multicultural library for schoolwide use; secondary level student-made film in cooperation with high school media class	Need to maintain classroom space as is presently at the primary school; space is needed at the middle school, despite crowded conditions; strong administrative support, including phone, equipment, furniture, and office space; staff reimbursement for course work; tripling of LEA dollar commitment to programs; Supt. vigorously pursuing state level support for LEP student funds	Primary goals: LEP student academic achievement, English language proficiency through technology-based instruction. Independent evaluator conducts pre-post testing of students; evaluator measures project's attainment of objectives; rating scales of staff and community to determine project effectiveness