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PUBLIC COMMUNITY FORUM
UNITED STATES COMMISSION ON CIVIL RIGHTS
IDAHO ADVISORY COMMITTEE
VOLUME 1

May 15, 1991

9:15 a.m.

Aspen Building
College of Southern Idaho
Twin Falls, Idaho

Advisory Committee Members:

Ms. Gladys Esquibel, Chairperson
Mr. Rudolph Wilson
Mr. Perry J. Swisher
Mr. Rudy M. Pena
Ms. Marilyn Shuler

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Meet.
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v.1

MAGIC VALLEY REPORTERS

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Reported by Linda Ledbetter CSR, CP, CM

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1 MS. ESQUIBEL: Good morning. Welcome to
2 our meeting this morning. We are going to get
3 started in the essence of time. There was an
4 omission on the announcement in terms of the name of
5 the building, so probably some people are still out
6 there looking for the meeting room. However, we are
7 going to get started so that we can kind of keep to
8 the schedule as we have it.

9 Also, some of the people that are on the
10 agenda have called and informed us that they will not
11 be here. In fact, Gary Fay, the first speaker, has
12 informed us this morning that due to an emergency at
13 home, he will not be attending.

14 This meeting of the Idaho Advisory
15 Committee to the United States Commission on Civil
16 Rights will now come to order. The purpose of this
17 meeting is to obtain information and views related to
18 public education in Idaho, its impact on minorities
19 and specifically the dropout of Hispanics, its causes
20 and possible solutions.

21 Participants have been asked and
22 requested to address the following issues: Is the
23 public education system in Idaho meeting the needs of
24 all of its population? In particular, why is the
25 dropout rate of Hispanics so much higher than that of

1 other populated groups? And finally, the advisory
2 committee is soliciting recommendations for improving
3 performance and accountability of the education
4 system in fulfilling the goals of creating a totally
5 educated society.

6 Among those invited to address the
7 meeting are state education officials, local
8 education officials, university personnel, education
9 program directors and classroom teachers. Based upon
10 the information collected at this meeting, a report
11 will be prepared for the United States Commission on
12 Civil Rights.

13 I am Gladys Esquibel. I am the
14 chairperson of the Idaho Advisory Committee. The
15 Idaho Advisory Committee receives information and
16 makes recommendations to the commission in areas
17 which the committee or any of its subcommittees is
18 authorized to study.

19 Other members of this committee in
20 attendance, and those who will be attending during
21 the meeting, will be James Annest, Irving Littman,
22 Yoshie Ochi, Rudy Pena, Bernadine Ricker,
23 Marilyn Shuler, Thomas Stivers, Perry Swisher,
24 Constance Watters and Rudolph Wilson. Also with us
25 today is a staff member, Art Palacios, from the

1 commission, western regional office in Los Angeles.
2 Art.

3 This fact-finding meeting is being held
4 pursuant to federal regulations applicable to state
5 advisory committees and regulations promulgated by
6 the U.S. Commission on Civil Rights. All inquiries
7 regarding this provision should be directed to the
8 chair or to Mr. Palacios, the federal officer for the
9 meeting.

10 The Commission on Civil Rights is an
11 independent agency of the United States Government
12 established by Congress in 1957 and directed to do
13 the following: One, to investigate complaints
14 alleging that citizens are being deprived of their
15 right to vote by reason of their race, color,
16 religion, sex, age, handicap or national origin or by
17 reason of fraudulent practices.

18 Two, study and collect information
19 concerning legal developments constituting
20 discrimination or denial of equal protection of the
21 law under the Constitution because of race, color,
22 religion, sex, age, handicap or national origin or
23 the administration of justice.

24 And third, appraise federal laws and
25 policies with respect to discrimination or denial of

1 equal protection of the laws.

2 Fourth, serve as a national clearing
3 house for information about discrimination. And
4 lastly, submit reports, findings and recommendations
5 to the President and Congress. I would like to
6 emphasize that this is a fact-finding meeting and not
7 an adversary proceeding. Individuals have been
8 invited to come and to share with the committee
9 information relevant to the subject of today's
10 inquiry. Each person will participate who has been
11 asked to participate, has voluntarily agreed to meet
12 with the committee.

13 Since this is a public meeting, the press
14 and the radio and the television stations, as well as
15 all individuals are all welcome. Persons meeting
16 with the committee, however, may specifically request
17 that they not be televised. In this case, we will
18 comply with their wishes.

19 We are concerned that no defamatory
20 material be presented at this meeting. In the
21 unlikelihood that the situation should develop, it
22 will be necessary for me to call this to the
23 attention of that person making those statements and
24 to request that they desist in their action. Such
25 information will be stricken from the record, if

1 necessary.

2 Every effort has been made to invite
3 persons who are knowledgeable in the area to be dealt
4 with here today. In addition, we have allocated time
5 between 3:45 p.m. and 5:00 p.m. to hear from anyone
6 who wishes to share information with this committee
7 about the specific issues under consideration today.
8 At this time each person or organization will be
9 afforded a brief opportunity to address the committee
10 and may submit additional information in writing.
11 Those wishing to participate in the open session must
12 contact a staff commission person before 3:45 this
13 afternoon.

14 In addition, the record of this meeting
15 will remain open for a period of ten days following
16 its conclusion. The committee welcomes additional
17 written statements and exhibits for inclusion in this
18 report. This should be submitted to the Western
19 Regional Division, United States Commission on Civil
20 Rights, 3636 Wilshire Boulevard, Suite 810,
21 Los Angeles, California, 90010.

22 At this time we would like to proceed
23 with Mr. Jerry Evans, the superintendent. We would
24 like for you to sit at the table, identify yourself
25 for the record and proceed with your presentation.

1 Thank you.

2 MR. EVANS: Madam chairman, I would
3 rather stand here, if I could.

4 MS. ESQUIBEL: That's fine.

5 MR. EVANS: First of all, I am Jerry
6 Evans, I am superintendent of public instruction for
7 Idaho, a position that I have held since January of
8 1979. The letter I received from the commission's
9 western regional office advised me that the Idaho
10 Advisory Committee is holding this forum on
11 educational issues in Idaho with special emphasis on
12 the dropout rate of Hispanic students, what causes
13 this dropout rate and what might be done to solve the
14 problem.

15 I also learned that the question really
16 was is the public school system of Idaho meeting the
17 needs of all of its pupils. I would have to tell you
18 the answer to that question is no, we are not meeting
19 the needs of all of our pupils. But I can tell you
20 that we are trying hard. We are working hard, and I
21 believe we are headed in the right direction. There
22 are several people who are scheduled to speak to you
23 today that can give you some detailed information
24 about the things that I will talk about in general.
25 I suspect, as well, there will be a good bit of

1 overlap or duplication from those who are making the
2 presentations today.

3 But I am pleased to be here, and I say
4 that I am here representing the state board of
5 education, as well. Oftentimes I will say "we,"
6 meaning we the state superintendent, we the state
7 board of education, we the State Department of
8 Education. So that "we" is kind of an all-inclusive
9 we.

10 So I'd like to begin by telling you that
11 we have conducted several studies on issues related
12 to Hispanic students in Idaho. The most wide-ranging
13 of these is the task force on Hispanic education.
14 This was one of three major educational studies
15 conducted in Idaho this past year. One by a Hispanic
16 task force appointed by the state board of education,
17 one by a task force appointed by Governor Andrus and
18 myself, and one organized and funded by private
19 business interests in our state.

20 Right now the state board of education is
21 looking for a contractor who will help give us shape
22 and order to these three reports so that we can begin
23 the process of implementing the recommendations. I
24 say shape and order because we cannot do everything
25 at once. Some recommendations depend on completion

1 of other recommendations first. Some require
2 one-time funding, others require a long term
3 financial commitment. Obviously, that will bring the
4 Idaho Legislature into the picture, because only they
5 can provide the funds that oftentimes are necessary.

6 Nonetheless, we have some very careful
7 and very thorough studies that have been completed.
8 We have a long list of suggestions and
9 recommendations. Now we must sort out those
10 suggestions and recommendations to decide which of
11 those we are going to implement and how we are going
12 to bring about some order and some sequence to the
13 matter of getting the job done. But today, you want
14 to focus more specifically on Hispanic students.

15 The question I am most often asked is
16 whether Hispanic students drop out of school at a
17 rate higher than the general student population in
18 Idaho. The task force on Hispanic education tells us
19 that the dropout rate for Hispanic students is
20 somewhere between 40 and 60 percent. That might be
21 right. I can tell you I certainly do not have a
22 better estimate. I think it is probably quite
23 accurate.

24 A part of this has to do with the fact
25 that until recently, our dropout rate for all

1 students was just an estimate, a very rough estimate.
2 In general, we took the ninth grade enrollment and
3 then, four years later, the 12th grade enrollment,
4 adjusted for growth and figured out what percent had
5 made it through and what percent had dropped out.
6 That did not include a number of students that may
7 have done some other things during that period.

8 Those numbers suggested a 20 percent
9 dropout rate. Although, again, that's probably a
10 rough estimate. We were not able to distinguish
11 among dropouts, we were not able to distinguish those
12 who had moved, died or students who had delayed their
13 graduation or those who had sought the GED
14 certificate. Ours was a very crude measure.

15 More to the point, that dropout estimate
16 does not specifically identify Hispanic students or
17 any other ethnic specific student. We simply have
18 not at the state level collected that information. I
19 would tell you that in many of our school districts,
20 the information is available. But on a statewide,
21 state level, it is not available. The 40 to 60
22 percent Hispanic dropout rate used by the task force
23 on Hispanic education is primarily based on anecdotal
24 information.

25 I am told that school officials do concur

1 in those estimates, so there's really no real
2 disagreement with those numbers. We do have a
3 migrant student reporting system, and from time to
4 time we have people who want to know about Hispanic
5 students and dropouts. They ask, "Why won't we just
6 give them the information?" Unfortunately, our
7 system doesn't work just that way. Not all migrant
8 students are Hispanic. Obviously, not all Hispanic
9 students are migrant. The migrant information system
10 is simply not very useful in this situation.

11 We are now in the process of trying to
12 cure both of these concerns. For the past three
13 years, my office has asked school districts to track
14 students from spring to fall, and then from spring to
15 fall again so we can account for every student's
16 whereabouts. When this is completed -- that is when
17 an entire four-year class has moved through -- we
18 should have a highly accurate dropout rate.

19 What we had in the beginning was a very
20 good system for keeping track of those students who
21 are enrolled in school and what happened to them
22 during the school year. What we did not have in
23 place was a very good system for accounting for what
24 happened during the course of the summer. We now
25 have attempted to close that loophole so that we now

1 will have 12 months enrollment and dropout
2 information.

3 Anyone who did not move out of state or
4 die or delay graduation, nor who is still enrolled
5 will somehow be counted. Those left will constitute
6 the dropout rate in general. I emphasize in general,
7 because the four-year tracking now under way does not
8 distinguish among students on the basis of ethnicity.

9 Late last year the State Department of
10 Education conducted a major internal study of
11 informational needs and uses in our own department.
12 The committee interviewed everyone on the staff from
13 part-time clerical people to myself, and I am sure
14 that probably the information from the clerical
15 people was more helpful in the study than that that
16 they received from me. One of the highest priorities
17 among our staff members was to collect information on
18 ethnicity of students in general and on the basis of
19 subject matter enrollment.

20 As a result, the staff of the Bureau of
21 Finance is currently developing a student tracking
22 forum that identifies people by ethnicity, white,
23 black, native American, Hispanic and so forth. They
24 will be identified by grade enrollment at the
25 elementary level and by grade enrollment and class

1 enrollment at the secondary level.

2 I have to tell you that this is not a
3 statewide attendance reporting system. This is
4 simply a process that will determine at what's called
5 the fall enrollment date, the status of the things
6 that I mentioned here. It is not a statewide student
7 attendance reporting system. Although we have no way
8 at the present time to specifically track Hispanics
9 or any other ethnic group in terms of dropout
10 numbers, this year-by-year report that we will be
11 putting in place should bring us very close to the
12 actual dropout rate.

13 And that process, that reporting process
14 will begin in this fall. There will be two
15 advantages to having this information. We will have
16 a far more accurate picture of what our student body
17 and student population looks like throughout the
18 state, and we will have a much more informed,
19 although still not absolutely precise in every
20 respect, assessment of how well we are able to retain
21 our ethnic students.

22 Still, we have not waited until these
23 figures are in place in order to begin offering
24 services. Throughout the rest of the day, you will
25 be hearing from people who have been working in these

1 areas for some time. For example, two years ago when
2 the State Department of Education and office of the
3 State Board of Education prepared information for
4 parents of ninth grade students to advise them about
5 post secondary academic and vocational programs, we
6 prepared a Spanish language version and an English
7 speaking version for parents. I brought copies of
8 each of those for you today.

9 I think, if you were to go through these,
10 you will see that they are a very valuable planning
11 tool and informational tool for all students, but
12 particularly for Hispanic students because of their
13 language. We have had an active role in school
14 district ESL programs for some time now. Since 1983,
15 we have monitored these programs each year for --

16 MR. SWISHER: What's ESL?

17 MR. EVANS: English as a second
18 language. Excuse me, we educators sometimes use
19 those things thinking everyone else understands.

20 MR. SWISHER: Every specialty speaks its
21 own. We are all bilingual now.

22 MR. EVANS: But we have monitored these
23 programs each year with compliance with the civil
24 rights law regarding provision of education to
25 language minority students. Anita Brunner from my

1 department is here today to talk to you about some of
2 her findings and the work she does, and about the
3 technical assistance that we provide from the
4 Department of Education.

5 The State Department of Education has
6 also worked with the Glens Ferry School District as
7 it applied for and received the Title 7 bilingual
8 education grant. We are quite proud of the fact that
9 the Idaho program was one of 17 chosen out of 111
10 applications. Unfortunately, after the first year of
11 the program, the Glens Ferry school board has voted
12 to discontinue it. It is my hope, however, that
13 another school district will take the initiative to
14 try a similar project.

15 The Idaho Legislature just this year
16 funded the Idaho Minority and At Risk Student
17 Scholarship Act which provides 40 scholarships of
18 \$2500 each for use at participating Idaho post
19 secondary institutions. The question you must have
20 on your mind is whether or not this is enough. And
21 the answer is obvious. It is not. And I say that
22 for three reasons.

23 First, the task force on Hispanic
24 education offered us a lot of insight into the
25 results and perceptions that prompted the comments in

1 this report and in their final report that I am sure
2 Sam Byrd will make available to you today. I will
3 not steal any of Sam's thunder by saying anything
4 more on this, although I think he and his task force
5 opened many eyes with their findings and with their
6 recommendations.

7 Second, the task force on the future of
8 education in Idaho, which Governor Andrus and I also
9 made suggestions on improving school conditions for
10 Hispanic students in particular, and for other ethnic
11 minorities in general. Among them were adding
12 Hispanic counselors to high school counseling
13 programs, improving outreach programs for children
14 and their families, establishing programs to
15 recognize cultural and language diversity, and
16 establishing alternative routes to graduation for
17 students who do not fall into the typical four-year
18 pattern.

19 And third, there is ample evidence that
20 there are continuing tensions between Anglo and
21 Hispanic students, and that those may be growing
22 worse in some portions of our state. Marilyn Shuler
23 and I have visited, and I know that she has visited
24 the Idaho Falls School District herself and she will
25 be able to give you some information with regard to

1 the allegations and some of the actualities there.
2 But the tensions have led to everything from ugly
3 graffiti to actual fighting, and much of it is driven
4 by ethnic differences.

5 Now, this is a very quick review. We
6 know that our data on Hispanic high school students
7 completion rate is incomplete. But by next fall, it
8 will certainly be better and a much better system
9 will be in place. And as I said, that will give us a
10 better but still not yet absolutely complete set of
11 statistics.

12 We do have problems, many of which have
13 been raised in three major educational studies during
14 this past year. These reports have given us a wealth
15 of ideas and suggestions. And now we must put these
16 into these -- these ideas into action and into some
17 kind of systematic statewide school improvement
18 approach.

19 We also have some systemic barriers to
20 making improvements as quickly as some of us might
21 want to. Idaho has a very strong tradition and legal
22 support for local school district control. My office
23 can advise, can request, can prompt, can suggest; but
24 as a practical matter, many of the needed changes
25 must start and be implemented at the local school

1 district and school level. I do not say this to toss
2 off the problem or to pass the buck. And I say that
3 because I know that school districts have to be key
4 in this situation.

5 But they are looking for ideas, they are
6 looking for support, they are looking for guidance
7 and they are looking for direction from our
8 department, and we are certainly trying to provide
9 that. I think that is all I want to say now. I look
10 forward to hearing the comments throughout the day,
11 for as long as I can stay, from others. I hope you
12 have a much better picture of education in Idaho now,
13 where we are going, and where I think the studies,
14 recommendations and task force reports will take us
15 to a much better and a much brighter day for
16 education in Idaho for all students, and particularly
17 for Hispanic students. Thank you very much.

18 MS. ESQUIBEL: Thank you.

19 MR. SWISHER: I have one question,
20 Mr. Evans, that bears on the strong position of local
21 control. As a fourth generation Idahoan, I have to
22 agree that we have that tradition. But we also have
23 something that's quite different from many older
24 states, states farther east.

25 When the Idaho Constitution was adopted,

1 the public understanding of the importance of
2 education had reached the point where we have
3 constitutional language that says something like a
4 general, uniform and thorough system of free common
5 schools must be provided by the Legislature. I mean
6 that commitment is constitutional. It's a commitment
7 that did not exist in the charters of most of the
8 original 13 states, certainly most of the southern
9 states, and didn't start appearing in constitutions
10 until late in the 19th century.

11 So we have that foundation. We have some
12 case law built on it. And my question is when I hear
13 that coming up, I remember that at the time of Brown
14 versus the Board of Education, before the U.S.
15 Supreme Court, it was exactly that strong tradition
16 of local control that was at issue.

17 I don't have any difficulty with your
18 calling attention to the reality of that strong local
19 control, but I think we also have a strong state
20 tradition that any kid in any corner of the state has
21 the same right and access as any other kid in any
22 other corner of the state. So I think we have a leg
23 up in that regard, and I'd like your comment on that.
24 Do you feel that there's a conflict between equal
25 access to an education and that tradition of local

1 control, which is as old as the school systems?

2 MR. EVANS: Madam Chairman, Mr. Swisher,
3 I don't think there's a conflict, but I think there's
4 a very delicate balance. First of all, Idaho does
5 have some very strong language in its constitution.
6 It talks about it shall be the duty of the
7 Legislature to establish and maintain a uniform and
8 thorough system of common schools. It spells out an
9 affirmative duty. It doesn't just say kind of "let
10 it be." It spells out a very affirmative duty on the
11 part of the Legislature.

12 The Legislature has chosen, however, to
13 create this system for which it has responsibility by
14 providing for school districts and the election of
15 school boards. If you go through the code, you will
16 see page after page after page of delegation of
17 responsibility and authority to local school boards.
18 When you look at what's provided at the state level,
19 you will find some very general words about
20 exercising control and general supervision.

21 But we do have strong language in our
22 constitution, and I think that puts together a
23 system. And in that system, I think students are
24 entitled to the benefits of the system, and they
25 should be reasonably uniform, as you have suggested,

1 no matter where a student should reside or happen to
2 be born in Idaho, or how long they have been here, or
3 any other circumstance.

4 I can tell you that those words are
5 constantly being challenged, and we now have what
6 started out as two lawsuits and have been
7 consolidated into a single lawsuit focused on the
8 words "uniform, thorough and system." And whether or
9 not the courts and ultimately the Supreme Court will
10 tell us exactly how this uniform and thorough system
11 relates to the schools of Idaho now, which have a
12 wide disparity, to be very honest with you, a wide
13 disparity in terms of revenues available per pupil,
14 in terms of offerings that are available, and
15 services that are provided for children.

16 I have spent probably the last 20 years
17 trying to point out the wide disparities and trying
18 to suggest ways to close that gap so that children,
19 no matter where they live, have access to quality
20 education in Idaho. I find myself in a very
21 interesting situation now in that I am a named
22 defendant with some responsibility to defend this
23 system that I have been trying so hard to change for
24 the last 20 years.

25 I believe when the time comes, I may be

1 the very best witness the plaintiffs could have
2 possibly found, because most everything I have said
3 about the disparities is on the public record. It's
4 been before the legislative committees, it's been all
5 over this state.

6 But there is very strong language in our
7 constitution. It does provide that we are bound
8 together in a uniform and thorough system of schools.
9 We don't have 113 independent political subdivisions,
10 each one with its own ability and each one with its
11 own revenues and unrelated to the other. So there is
12 strong language. Perhaps we will have even more
13 court precedents here within a short period of time
14 to help clarify this whole issue.

15 MS. ESQUIBEL: Mr. Evans, thank you. You
16 alluded to the fact that there was a very good
17 program at Glens Ferry, one you took pride in, being
18 awarded as it was one of 17. And yet you went on to
19 say that it was discontinued. Can you talk to us a
20 little bit about that?

21 MR. EVANS: Madam Chairman, there are
22 others who are here today that are much more familiar
23 with the details of the program than am I, so I think
24 you will get better answers from others. My
25 understanding is in the beginning, it was a very

1 competitive situation, but it was an application made
2 by the local school district. It was not an
3 application made by the state, so to speak.

4 And that local school district
5 application was controlled, ultimately, and approved
6 by its own local school board. And when they, after
7 some experience in the program, decided to terminate
8 it, that decision again rested with that local school
9 board. And even though the state has had some
10 involvement, we were certainly involved in technical
11 assistance and we were trying to be of assistance,
12 and we were hoping that this would serve as a very
13 useful model for others. So we had all of those
14 involvements. But in terms of the application and
15 the program itself, it was a Glens Ferry School
16 District program.

17 MS. SHULER: Madam Chairman, Mr. Evans,
18 it's been a while since I have been involved in
19 school things. I am interested in the concept of
20 local control in relationship to the amount of
21 revenue that comes from the state; county teacher
22 retirement, which I believe is paid by the state.
23 What percentage of the total revenues to support
24 education come from state moneys as opposed to local
25 tax, property tax moneys?

1 MR. EVANS: Madam Chairman, Ms. Shuler,
2 let me answer you by giving you two different
3 numbers. Slightly more than 70 percent of the
4 revenue that flows into the school districts for
5 their operating budget comes from state appropriated
6 funds. When the retirement and social security
7 numbers are added to that, the numbers get even
8 higher. They get to about 75 percent.

9 Also, if you look at the general account
10 revenue of the state of Idaho, nearly 50 percent of
11 the total general account support for the entire
12 state of Idaho is found in the public school
13 appropriation. Now, that's a number that troubles me
14 some in that not too many years ago that number was
15 about 52 percent. And then it was 51 percent. Then
16 it was 50 percent. Now it's 49 percent.

17 So even though the amount of money going
18 into the school districts is increasing each year,
19 for the last several years the actual percent or
20 portion of the general account revenue for public
21 school support has declined slightly.

22 MR. WILSON: Mr. Evans, I have -- my
23 question is concerning the emphasis that would be
24 placed in your research or your tracking. Would this
25 be equally treated towards all minorities? Although

1 our subject today is we are looking at the dropout of
2 Hispanics, the causes and solutions of it; but from
3 your position and what you are planning on doing or
4 putting into place now, would this, the same
5 emphasis, the same degree, will it be placed towards
6 all minorities in the given area that you are going
7 to be using?

8 MR. EVANS: Madam Chairman, Mr. Wilson,
9 first of all, the emphasis in our department in the
10 attempt to gather enrollment information by race and
11 ethnicity, it's certainly over the full spectrum. I
12 understand the focus of your concern today was the
13 Hispanic dropout rate, so I have tended to focus my
14 remarks more there. But it is to deal with that
15 broader question, and the children in general of all
16 race and ethnicity are entitled to a quality
17 educational program.

18 I have to hedge a little bit on my
19 answer, however, in that we are oftentimes able to
20 do, in our schools, only what the resources are that
21 are provided for us. And in the case of the migrant
22 education program, which is a part of Chapter 1,
23 there is a fairly large amount of federal dollars
24 that flow in here that serve migrant students, and
25 those are children of agricultural farm workers who

1 tend to be more Hispanic than others, but not
2 exclusively.

3 So in that regard, I guess the federal
4 wherewithal gives us a little more capacity to deal
5 specifically there. But it's not our intent to focus
6 on any group at the expense of the other. The goal
7 has to be that children of all races and ethnic
8 groups have access to quality education. The focus
9 on the dropout rate, I think, is appropriate.

10 I tend to look at that as kind of the
11 result of the problem, and not the problem itself.
12 The problem itself rests in the lack of success in
13 school. When children are successful in school, when
14 they experience a measure of success each and every
15 school day, and when they leave that school each and
16 every school day with the idea that they have worth
17 and dignity and capacity, then children don't drop
18 out of school.

19 And those are the things that we really
20 need to be focusing on. And then when that problem
21 is resolved, the dropout problem will be resolved, as
22 well. It's a consequence. It's not the problem.

23 MR. PENA: , I guess I have two
24 questions, Mr. Evans. One, I guess before I start,
25 I'd like to comment on the excellent study that came

1 out yesterday. In reading through it, there's some
2 good recommendations in there. The one question has
3 to do with the federal revenues. What percentage of
4 the federal revenues does the state receive as
5 opposed to state revenues? How much of that is
6 federal of the total?

7 MR. EVANS: Madam Chairman, Mr. Pena, I
8 am sorry I am here without my numbers, without my
9 statistics. But we pass, through the Department of
10 Education, kind of like a funnel of federal money
11 that flows through the department that goes out to
12 the school districts in excess of \$30 million.

13 Now, you will have to put that in some
14 context, however, because we are spending well over
15 \$500 million on public education in an Idaho. I
16 always use those numbers in general terms because
17 people say, "Well, does that include retirement,
18 social security and all that." I don't like to get
19 into the technical detail. But you can see that the
20 federal money represents a relatively small portion.

21 If you were to look at it in another very
22 general way, you will see only somewhere in the
23 neighborhood of from 6 to 8 percent of the money that
24 goes into school support comes from the federal
25 government.

1 MR. PENA: My second question has to do
2 with staffing. In collecting the data that you are
3 collecting, does the State Department of Education
4 now have information and data available on the number
5 of teachers and other staff, you know, in the school
6 districts by race and ethnic group?

7 MR. EVANS: Madam Chairman, Mr. Pena, at
8 the current time, I have to tell you that we do not.
9 But as a part of that same department study that I
10 made reference to with regard to the student
11 enrollment information, we are also looking at all of
12 the other information. We have spent the better part
13 of a year looking at this in our department, trying
14 to figure out what information do we need. And
15 there's a little bit of that -- We sometimes gather
16 information that we don't have any use for, and we
17 are also trying to look at the burden that we place
18 on school districts for reporting.

19 I am sure that school district folks
20 don't always think we are aware of that, but we do
21 not want to collect information for which there is no
22 use and that we don't use or anyone else use?

23 MR. PALACIOS: Mr. Evans, you mentioned a
24 contractor that you are seeking to consolidate the
25 information gathered from these three different

1 committees or commissions. Do you have any target
2 date on that, when we can expect that?

3 MR. EVANS: Madam Chairman, yes, we do.
4 We have put out a request for proposal that has been
5 widely distributed. I think it's gone to about 19 or
6 20 different possible sources of technical support
7 and assistance. Those proposals will be opened on
8 the 20th of this month, and it is our hope that if
9 there is a good proposal that we can afford -- you
10 always have to kind of qualify that in advance --
11 that the board will approve the selection of that
12 contractor at its May board meeting which is
13 scheduled for, what, the 21st or 22nd of May, I
14 think. So it's right on the threshold of being
15 determined, yes.

16 MR. PALACIOS: Then it would what, six
17 months down the road they would submit a report to
18 you, or what?

19 MR. EVANS: Madam Chairman, what we are
20 asking them to do -- I am getting in deeper and
21 deeper as I go here, but the state board has been
22 instrumental, I think, in getting these reports
23 together. Now the next question is what are we going
24 to do with them. And we need to figure out some kind
25 of a strategic plan to bring these matters, these

1 recommendations, these suggestions in an orderly
2 fashion to the board and to the other appropriate
3 places, because the board does not have the exclusive
4 authority to implement all of the recommendations.

5 So we are looking for a contractor that
6 will help us with a road map, kind of a strategic
7 plan to get through all of these recommendations and
8 to get them carefully considered by the board. We
9 also are in the process of appointing a steering
10 committee made up of the various educational
11 communities, representatives of those communities in
12 Idaho, who will also work with this contractor and
13 the board. So that we are making sure that we have
14 the opportunity for input and the opportunity to
15 communicate back.

16 Throughout two of the reports, the most
17 significant recommendation is that we change our
18 system from one that is described and evaluated in
19 terms of its input to a system that is described and
20 evaluated in terms of its output. And its output is
21 student performance. Now, those are fairly easy
22 words to say, but I can tell you to get from one
23 system to the other is not an easy system.

24 But we are also, as part of this work,
25 and part of the help that we are asking from the

1 contractor, going to appoint a goals and assessment
2 committee that will also try to put together what we
3 expect in terms of student performance, what is it
4 every student should know and be able to do, and the
5 habits and attitudes they should have as a result of
6 having gone through our school system.

7 So we want to have that established for
8 those who complete the school program. But as you go
9 through, you will find it's heavily laced with
10 accountability. And you cannot wait to make that
11 assessment and to determine who is not performing
12 until the student gets to the end of the public
13 school experience. So you have to get those goals,
14 those performance levels also described by discipline
15 and by grade level.

16 So we are talking about a fairly
17 ambitious task. I can tell you the state board right
18 now is anxious to move. They want it kind of all
19 done by last week. I am the one kind of pulling back
20 a little bit on the reins, saying let's go a little
21 bit more slowly. This is a very difficult thing to
22 do, and that we ought to be looking at a decade of
23 change. We are not talking about something that can
24 be done overnight. But if we really carry out the
25 recommendations that have been placed on our table, I

1 think Idaho will be at the forefront, nationally, in
2 terms of its educational system.

3 MR. PALACIOS: One other question
4 concerning the Glens Ferry situation. Have you or
5 anyone else on your staff made attempts to speak to
6 the board down there about changing their minds?

7 MR. SWISHER: Is Anita Brunner here?

8 MS. BRUNNER: Yes. Do you want me to talk
9 about it now, or do you want me to talk about it when
10 I am on?

11 MR. PALACIOS: Have you or your office made
12 that attempt?

13 MR. SWISHER: She's part of the staff.

14 MR. PALACIOS: Can you speak to that?

15 MR. EVANS: She will speak to that, but
16 let me answer that directly. I did not go down and
17 meet with the board personally. I have talked to a
18 number of the patrons and I have talked to some of
19 the members of the school board. Most of those
20 conversations were initiated on the other end.

21 MR. SWISHER: Madam Chairman, I have one
22 last question, if I might. I am concerned with the
23 growth and the tasks that you are having to take on
24 at the state level. Not just your office, but the
25 state itself with respect to public schools in the

1 context of the state board itself.

2 In your judgment, can you have continuity
3 in efforts like this one with a board that is also
4 charged with the regency duties at the University of
5 Idaho and with being the board for all of the state
6 campuses for post secondary education? Is it
7 possible for a lay board of policy makers to continue
8 to give you the kind of function that appeared in
9 their directions that resulted in this report on the
10 Spanish language question? Can you really do that?
11 Can you keep the attention of that board? I wish
12 Mr. Fay could have been here, because I don't see how
13 you can.

14 MR. EVANS: Madam Chairman, Mr. Swisher,
15 I'd like to answer your question by saying can it be
16 done, I think the answer is yes. Is it the very best
17 way, I am not so sure. I have been wrestling with
18 this question of whether we should have a separate
19 board for elementary and secondary education for some
20 time. I don't think that there's a magic answer out
21 there with regard to one board or two boards or how
22 the board members are selected.

23 There is no argument about the fact that
24 it is a tremendous amount of work. If the board will
25 hire the help that it needs -- and think we are on

1 the right course of getting that done -- it is
2 possible. So I don't think we should let that stand
3 in our way. Whether or not it could be done with a
4 different organizational structure easier is a
5 different question.

6 MR. SWISHER: Thank you.

7 MR. PENA: Mr. Evans, is that something
8 they are exploring, as well? To change that
9 structure at the state board level?

10 MR. EVANS: Madam Chairman, Mr. Pena, as
11 far as I know, I am not aware of any specific
12 proposal that is drafted and lying in wait for the
13 Legislature, but I would be surprised if there isn't
14 one by December. It is a matter of discussion and
15 has been in every legislative session, whether it is
16 in a formal way or informal way, since I have had
17 anything to do with the Legislature. And that goes
18 back to 1975. And I don't know of any reason why it
19 would not be again.

20 MS. SHULER: Madam Chairman, I have one
21 more question. Early in the eighties, the department
22 used to have a sex equity coordinator, as well as a
23 person that had a title like racial and national
24 origin equity. I know we still have the sex equity
25 position funded. Has the federal funding dried up

1 for the other? Our office regrets that we don't have
2 a colleague that we can call from your office on that
3 ethnicity question. Is that no longer funded by the
4 federal government?

5 MR. EVANS: Madam Chairman, Mrs. Shuler,
6 yes, that position is no longer funded. It was
7 funded on federal money. In our department, I tend
8 to go back when I first became state superintendent
9 in terms of historical perspective. When I first
10 became state superintendent, we had 149 and one-half
11 full-time funded positions in our department. More
12 than a majority of those were funded with federal
13 money. Since that period of time, the federal funds
14 have been cut back in some cases, consolidated and
15 blocked in other cases.

16 And in some cases have been prescribed by
17 formulas so that instead of being available for state
18 administration, they flow out to the school
19 districts. So there have been a number of things
20 that have happened. But the bottom line as a result
21 of all those things and the shortfalls and the
22 holdbacks and the problems we have had at the state
23 level, my department now has 102. So we had 149, we
24 are down to 102 positions.

25 Yet the responsibilities that we are

1 expected to carry seem to be growing each year. As
2 you look at the amount of work that must be done if
3 we are to implement the recommendations in those
4 reports, a good bit of that will have to be staff
5 work. And so we still have a State Department of
6 Education that has slightly more than 100 people. It
7 has about half of its staff on federal money and
8 about half on state money. And we simply don't have
9 the number of positions that we once had. It's a
10 matter of fiscal reality.

11 MS. ESQUIBEL: Thank you, Mr. Evans.

12 MR. EVANS: Madam Chairman, I thank you
13 for the opportunity to speak. I had no idea my five
14 minutes would last this long. Those are available.

15 MS. ESQUIBEL: Thank you.

16 DR. ANDERSON: Good morning.

17 Chairman Esquibel and members of the committee, it's
18 my pleasure to have an opportunity to address you
19 this morning. It's not very often that I have the
20 opportunity to follow one of my bosses from the State
21 Board of Education, and so I would like to share that
22 many of the comments I have, I will echo some of the
23 things that Mr. Evans has already shared with you.

24 As the area that I work with in the
25 public schools and also in the post secondary

1 vocational technical system here in our state of
2 Idaho is very much related to the work force, I want
3 to talk about this issue in terms of Hispanic student
4 dropout prevention in relationship to the work force
5 and in relationship to the economy and our jobs here
6 in Idaho.

7 First of all, I'd like to just add a
8 little bit to what Mr. Evans already shared with you
9 in regard to the major task force reports that have
10 been developed and that the State Board of Education
11 is reviewing. In addition to those reports, in 1989,
12 the state board appointed a task force to take a look
13 at the dropout rate of Hispanic students with respect
14 to vocational education programs.

15 I have shared with you English and
16 Spanish copies of that report. It has been out a
17 little longer, and I must tell you that we are down
18 to a point where there is quite a limited supply
19 left, so we are going to have to do some reprinting.
20 But that was part of the forerunner of some of the
21 work that has gone on more recently; and I think when
22 Sam Byrd visits with you in just a little while, he
23 will give you some background about the process for
24 that report and how information and data was
25 gathered.

1 Of course, Mr. Pena was a very active
2 part of that whole task force and contributed so
3 greatly to the development of the information in
4 there. The reason why we started looking at that,
5 what is the concern, had to do with the numbers and
6 the data. As Mr. Evans has shared with you, there is
7 pretty much a general feeling that the dropout rate
8 of Hispanic students is somewhere between 40 and 60
9 percent. But you know, that's a pretty big range.

10 The thing that we could agree on
11 immediately, though, as a task force and that the
12 group could focus on is the fact that if our
13 dropout rate with the general population is about
14 25 percent -- and that is not good -- the dropout
15 rate of anything above that for a particular ethnic
16 group is very, very significant. It's something we
17 must address.

18 Also, as a result of the governor's task
19 force, Work Force 2000 that was completed about that
20 same time, or the year previous to that, we also had
21 some other very significant statistics and data about
22 the work force in Idaho. And one of those very
23 significant things is as we looked demographically at
24 the population, who is going to be coming to work in
25 the year 2000, we know that in our state, the

1 Hispanic population is expected to double. The
2 Hispanic population may well be at 10 percent or
3 exceeding 10 percent in the year 2000.

4 As we look at the need for available
5 workers in our state to perform any of the jobs
6 that -- many of the new jobs that are currently being
7 developed in our state in the manufacturing industry,
8 in particular, we are not going to have people to
9 fill those jobs, and obviously whether it's not only
10 the right thing to do in terms of providing equal
11 opportunities for all of our students, it is an
12 economic necessity that we in this state take a look
13 at how we can provide opportunities to skill all of
14 our future work force and labor force.

15 Some other things that were looked at
16 very closely at that time when that task force did
17 their first review is the fact that Idaho by its very
18 character, and its very ruralness has some unique
19 characteristics. One of the things we recognize is
20 that much of the Hispanic population resides in the
21 rural areas. And being poor is very difficult.
22 Being rural poor is even more difficult because of
23 the access to some of the other kinds of quality
24 services that might be available through the larger
25 communities.

1 So issues such as access to good health
2 care, access to good transportation services, access
3 to many of the kinds of things that might provide
4 assistance to those who are economically
5 disadvantaged tend to be less available to the
6 Hispanic population, and of course education comes
7 into that.

8 Now, where does vocational education fit
9 into all of that picture? One of things we started
10 looking at was in vocational education programs, and
11 as a result of federal requirements, we have for a
12 number of years in Idaho collected data on the
13 ethnicity, the gender, handicapping conditions and so
14 forth of students who participate in vocational
15 education programs.

16 Something that became very evident as we
17 looked at data is that compared to the population at
18 large, Hispanic students tend to participate less in
19 vocational education. And an immediate question is
20 why. And that was one of the things we wanted to
21 take a look at. We speculated on a number of things,
22 and one very much is we know in our state the
23 vocational education programs in high school that are
24 most predominantly available are in the area of home
25 economics, business and office education, and also

1 agriculture. Agriculture science and technology.

2 And we were finding what is the data and
3 why. Are we offering the right programs for
4 students? And in particular, those programs tend to
5 be the programs that most of the smaller school
6 districts will provide for vocational education
7 opportunities. Larger ones will begin to add more
8 offerings, where they may bring in some of the other
9 trade and technical programs, health occupations
10 programs and so forth. So we started saying I wonder
11 if this has something to do why this low.

12 We also looked at another factor. Most
13 vocational education programs provide the
14 concentration in opportunities for students at the
15 junior and senior level. And 16 comes at that
16 magic -- is that magic number in a youth's life when
17 you are probably between your freshman and sophomore
18 or sophomore and junior year. Consequently, many
19 students may be exiting the system before they
20 actually have an opportunity to get into a vocational
21 education program.

22 Now, as we look at all of the work force
23 demographics and needs, many of the students are
24 getting away from us, if you will. Are not having
25 access or not being served by programs or not being

1 served soon enough. And we are going to have a work
2 force very much in need of skilled and qualified
3 workers, and workers who have exited the system early
4 and for which jobs will not be available.

5 Some other work force data that are very
6 significant: Idaho's economy, fortunately the last
7 few years, has really been quite positive and
8 progressive. We hope it continues to be such. I
9 don't know that it will continue at the rate that it
10 has been. But Idaho, according to information from
11 an economist with Idaho Power, Idaho created in 1989
12 three times as many manufacturing jobs, creation of
13 new jobs, in our state than the state of Oregon. The
14 state of Oregon has three times our population.

15 Just for comparative purposes, that means
16 that we are doing quite well, it would seem, in areas
17 such as manufacturing. Now, where are those
18 manufacturing jobs? You know, what kinds of jobs are
19 they? They are not jobs that typically individuals
20 who have been Hispanics or anyone who is dropping out
21 of school or does not have a good high school
22 education is likely to have opportunity to enter.
23 These are jobs very often that are in our food
24 processing industry. But much of our food processing
25 industry has become very sophisticated over the last

1 few years.

2 We are not looking now so much as
3 laborers who were working in processing lines where
4 you see the potatoes going by or whatever, but these
5 are jobs that may require much more technical skill.
6 They require workers with a basic mathematics
7 background. Perhaps the biggest course that we are
8 asked for to deliver for adults in the manufacturing
9 related industry to upgrade workers is basic
10 mathematics, principles so that statistical process
11 control courses can be delivered. We are finding
12 constant need to couple that kind of delivery for the
13 adult population. And obviously for young people
14 coming in who don't have that background, they are
15 going to be excluded from those jobs.

16 Other manufacturing jobs being created in
17 Idaho are in the electronics industry, in particular.
18 And those range from job opportunities at the INEL up
19 in the Idaho Falls area, at places like EMI, at
20 Hewlett-Packard, Micron Technology and so forth.
21 Those jobs, too, are not traditionally as what we
22 think of as just manufacturing assembly line jobs.
23 While many of them pay \$6 or \$7 to start, there may
24 be opportunities to exceed those, at those kinds of
25 dollar levels, right away.

1 And many of those kinds of companies are
2 coming to us and needing, crying out for more skilled
3 technicians. Technicians skilled at the two-year
4 associate degree level. For every electronics
5 technician -- for every electrical engineer, these
6 companies are telling us "we need somewhere between
7 five and eight skilled technicians." Skilled at the
8 level of the associate degree.

9 And our problem is if we are not getting
10 kids through high school, we are certainly not going
11 to be getting them into those more highly technical
12 programs. Well, coupling all that together, the
13 initiative and the work of the task force of 1989 was
14 to take a look at how can we bring all of this
15 information to bear, and then how can we make some
16 differences.

17 And in the booklets that you have, there
18 are -- I want to make mention of a few items, I think
19 Sam Byrd will probably carry on further -- there are
20 a series of goals that came out of the task force
21 effort, and those goals are six of them. Those goals
22 have given us some very important direction that we
23 are using as baseline to try and make some changes as
24 it relates to vocational education.

25 And let me point out -- and Mr. Evans has

1 covered this topic so very well -- that the number
2 one goal there is partnership. Although those goals
3 are not listed in priority order, I think one has to
4 come in and say we do have to have that first. This
5 is not a task or anything where I think we point
6 blame and say this is wrong, that is wrong, that is
7 wrong. I think what's agreed upon is that we are
8 going to just have to step forward with some new ways
9 and develop some new relationships to make some
10 change and to cause the future to be different for
11 many of our young people.

12 Partnerships are needed very much not
13 only among educational entities, state and local
14 level, but also those partnerships are needed among
15 state agencies and federal agencies. But they are
16 also needed to be working with and cooperative
17 efforts going on between a number of other federal
18 programs. Let me just mention a few for example.

19 The state Department of Health and
20 Welfare, welfare recipients now who qualify for the
21 Job Opportunities and Basic Skills program, JOBS, who
22 are now on welfare, usually mothers, are going back
23 to school, getting an education so that they will be
24 able to sustain, economically, their family and their
25 livelihood. We need partnerships with programs like

1 that. I can share with you very positively some good
2 things are happening in Idaho. That will help make a
3 difference. We need partnerships, also, and I can
4 tell you, too, some things --

5 MR. SWISHER: Are you saying that is
6 working? I couldn't follow.

7 DR. ANDERSON: It is working. In October
8 of this year, that federal program came into effect.
9 And by the first of January, there were close to 400
10 individuals being referred into adult basic
11 education, job skills and job readiness, and job --
12 specific vocational training programs throughout the
13 state. And I see that as being a very, very positive
14 step.

15 Other partnerships and some that are
16 going very well, and I think we are going to see a
17 great deal more of this in the future, are
18 partnerships with the Job Training Partnership Act.
19 I know many of you are very, very familiar with JTPA.
20 JTPA, through the regional distribution of funds and
21 grants, has much to offer as we look at providing
22 opportunities for any member of our population who is
23 disadvantaged economically or through handicapping
24 conditions.

25 I see wonderful options there for many

1 school districts to work in close cooperation with
2 the local private industry councils that distribute
3 those funds through JTPA. So those are some of the
4 kinds of partnerships that this task force focused in
5 on that we need to do. In addition, a very, very
6 significant thing must be, particularly as it relates
7 to our Hispanic population, working with community
8 based organizations. And certainly the Hispanic
9 commission has provided a great deal of leadership in
10 Idaho.

11 But I would give great, great credit to
12 the Idaho Migrant Council and the cooperative and
13 willingness -- cooperative, willing relationships
14 that they are establishing with the private industry
15 councils, with school districts, and certainly as we
16 worked with them members of the IMC in this task
17 force effort in terms of collecting and gaining data,
18 it frankly wouldn't have happened without their very
19 active involvement.

20 Those things are very, very important in
21 terms of our partnerships. Some things that we are
22 doing now in terms of solutions -- as I point out,
23 there are a number of goals there, but among the
24 goals, and I do believe the partnerships has to be
25 first, but the others need to move along, as well.

1 Now, some of the other things that we are
2 looking at and are coming out of the task force
3 initiative and the continuing work and emphasis that
4 the State Board of Education applies to this
5 particular issue: We have, through vocational
6 education this year, funded two projects, one in
7 Nampa and one in Wilder, that are intended to be
8 pilot projects to establish good cooperative
9 relationships at the local level which will help --
10 it's basically dropout prevention programs, help
11 those schools create good information, good
12 recommendations which then will be shared with other
13 school districts throughout the state.

14 Now, those have been funded since January
15 of this year, and I can't tell you the list of
16 definitive things, but there's a lot of good activity
17 and efforts going on. What we would like to do,
18 then, is model what is found successful; and
19 hopefully other school districts will be able to pick
20 up on that information, as well.

21 In addition, this year in vocational
22 education is a very significant year in that the
23 federal legislation that provides a portion of the
24 funding for vocational education has gone through a
25 major, major change. That is the Carl Perkins Act.

1 It's now called the Carl Perkins Vocational Applied
2 Technology Education Act. The focus of the act
3 shifted from placing emphasis on improving vocational
4 education programs in general to focusing all of the
5 federal funding on special -- services to special
6 population students in vocational education.

7 What we are seeing out of this, and we
8 will see a lot more in a few months -- I would tell
9 you that today is the due day in our office for the
10 local applications from the school districts. The
11 post secondary institutional local applications are
12 not due for about two more weeks. But I will know a
13 lot more after that. But there are three
14 applications in our office, and I have a feeling the
15 mailbox will be very, very full today.

16 But what we are seeing now is a shift,
17 where it is not state controlled that you will fund
18 this, this and this; but the funding is being shifted
19 out to the local level where local decisions are
20 being made about how can you better serve special
21 population students in vocational education programs.
22 We are seeing and are hearing a lot of discussion
23 about more recruitment effort of students, more
24 information to parents. And that information may be
25 provided in languages other than English.

1 We are seeing a great deal of interest in
2 some districts hiring a person whose targeted role
3 will be serving at risk students, whether they are
4 involved in recruitment or whether they are involved
5 in specialized kinds of counseling services. And
6 this is going on both at the secondary and the post
7 secondary levels.

8 In addition, because of the changes in
9 this federal act, we are seeing a working
10 relationship between the secondary schools and post
11 secondary institutions much stronger. I think very
12 positively a step forward. Ties where students can
13 transition or articulate in programs, vocational
14 education programs from one level to the next. Now,
15 all of that is very much at the beginning, but I do
16 believe that those are very progressive steps where
17 we will see, in time, some improvements. But that
18 doesn't mean now we can sit back and ride on that and
19 say yes, it will happen.

20 Other areas, I would like to point out,
21 that will contribute: The applied academic subject
22 matter through Mr. Evans' office consultant in
23 language arts or in the English area is providing
24 leadership in applied communications. Also the math
25 consultant is providing leadership in applied

1 mathematics. Through our division, we are working
2 with applied physics curriculum, which is called
3 principles of technology.

4 We are also now piloting in the state
5 applied biology and chemistry, which will be a
6 natural feeder to agriculture, home economics, health
7 occupations programs and so forth. What we are doing
8 with applied subject matter is addressing a very
9 critical thing. It's that kids don't all learn the
10 same way. And the theoretical model of delivery of
11 the advanced math, advanced science courses so often
12 does not appeal to the learning styles of many
13 students. In fact, probably more like the majority
14 of students. And consequently, they don't get math
15 and science. And integrating those kinds of
16 curricula right in with the context of something
17 that's going to help me get a job, it's connected
18 with reality, or vocational education connection, we
19 feel is also going to be a significant contributor to
20 many students.

21 Also, we are, in addition to the comments
22 Mr. Evans has made in terms of collecting data and
23 information, we are starting now to do some more
24 assessment. As I mentioned, we do collect that
25 information. I'd like to just give you a brief idea

1 of the kinds of things we have, and we look for
2 strong recommendations from groups such as yours
3 perhaps to assist us in other ways we might improve.

4 Some things that -- This is current year
5 data. These would be students this year in Idaho
6 public school system, and we would have similar
7 information from the post secondary vocational
8 technical institutions. 8 percent of the population
9 of students who enroll in multi-occupation programs
10 are Hispanic. That's probably about even with our
11 population. However, in the area of agriculture
12 science and technology, 4 percent. This is something
13 that our task force was looking at.

14 Very often, perhaps, there is a
15 sensitivity. Students who have come up through a
16 migrant worker background, perhaps the last thing
17 they want to do is identify with an occupation
18 related to farming. And agriculture is a much
19 broader area than just going to work on the farm. In
20 fact, that no longer is the specific emphasis of many
21 of the programs. Unfortunately, we need to
22 communicate that to students and parents.

23 In the area of marketing education,
24 5 percent of the student enrollment is Hispanic.
25 Unfortunately in the area of health occupations,

1 1 percent this year. Now, there are not a lot of
2 health occupations programs in the secondary schools.
3 In programs such as data processing, the enrollment
4 has been at 2 percent. And enrollments in general
5 business and office education at 5 percent. In the
6 trade and technical education areas, they tend to be
7 at 7 percent. But it varies among programs. The
8 percentage is much higher for things such as welding
9 and auto mechanics, and much lower in areas such as
10 electronics.

11 I think what that tells us is that we
12 need to provide -- one of the things it tells us is
13 much better counseling information, career
14 information to students to make choices about
15 programs. Yes, automotive programs, welding programs
16 are great. But the reality is those may not be the
17 places where the jobs are or consistent jobs are.
18 They may be more program areas that are perceived as
19 desirable by students. It may also have to do with
20 what programs are offered.

21 In the future, we would like to compile
22 and condense that information such that school
23 administrators can take a look at some of those state
24 composite -- that state composite information and
25 help -- and that will hopefully help them make

1 choices about kinds of programs that need to be
2 offered.

3 Other things that we are doing, very
4 briefly, we are providing quite a little bit of
5 in-service right now for teachers, and also for
6 teacher educators involved in vocational teacher
7 education. Also, I would share with you that the
8 staff of our division this past year has spent four
9 different afternoons in multi-cultural awareness.
10 And this addressed not only the Hispanic population,
11 but the native American population, the black
12 population. We have looked at the status of refugees
13 and opportunities provided for refugees here in
14 Idaho.

15 We know very much that much of the
16 awareness level of our own state staff is a real
17 necessity before we can go further. Our professional
18 development advisory committee in vocational
19 education is looking at ways and options that they
20 can bring in more information about multi-cultural
21 awareness into teacher training programs, vocational
22 teacher training programs.

23 And I guess finally, I would add that we
24 are even -- our theme this year in vocational
25 education through vocational education week and for

1 our vocational summer conference is -- in-service
2 time for teachers is dynamic programs for a diverse
3 people. The emphasis being to take a look at the
4 very multi-cultural nature of our population here in
5 Idaho. I have overspent my time, I am sure. I thank
6 you for the opportunity to share with you some
7 information.

8 MR. PENA: Dr. Anderson, one of the
9 things that we have been looking at is the -- or I
10 should say getting some information from businesses
11 and state agencies is the lack of staff, you know,
12 Hispanic staff. I noticed that that's something we
13 addressed here. What's vocational education doing in
14 that area?

15 DR. ANDERSON: Okay, Madam Chairman,
16 Mr. Pena, in that area, I feel very strong commitment
17 to be assured that we, too, address that particular
18 area. As I mentioned, the current makeup of the
19 vocational education staff is not sufficient in that
20 there is not one bilingual person on our staff. I
21 find that very unfortunate. But we are going to be
22 changing that very soon. To share with members of
23 the committee, the State Board of Education approved
24 just two meetings ago our redefining a position in
25 the office for special populations coordinator. And

1 a member of our staff -- a new member will be joining
2 our staff who is bilingual.

3 MR. WILSON: Dr. Anderson, I would like
4 to say from listening to what you have said, I think
5 it's very commendable of the program that you have
6 outlined. I have a question. You have mentioned,
7 with the Hispanics, that around age 16, I guess, 15,
8 that's when they drop out. You also talked about the
9 vocational program where a certain number or
10 percentage were going into this. I would imagine or
11 presume that this is those that have gone beyond the
12 age of 16.

13 So the thought that comes to my mind is
14 this: As my wife is a teacher and she's a third
15 grade teacher, there are children there that show at
16 that age -- they show different aspects of vocation
17 or crafts or whatever. It's kind of identified
18 there. I was wondering if you look at that, or
19 someone has looked at trying to identify children at
20 an early period, and before -- and identifying those
21 who have maybe come from a certain surrounding that
22 they have a possibility of becoming dropouts. So
23 identifying those children, and before they get to
24 that point, maybe trying to steer them into a
25 vocational program, a partnership program or

1 whatever.

2 MR. SWISHER: A puberty prevention
3 program?

4 MR. WILSON: Where they are going to go
5 out of school, anyway. Maybe this would be some
6 incentive to keep them in, you see. I don't know. I
7 am just wondering, because it seems to me -- What is
8 the solution? If they are dropping out and we are
9 talking about partnership, the large number of
10 dropouts is before, you know, this partnership comes
11 into play.

12 DR. ANDERSON: Madam Chairman, Mr. Wilson,
13 I have a part answer for you. The complete one is we
14 need to do more. Through some exciting joint efforts
15 between the Department of Education and the Division
16 of Vocational Education, there has been developed
17 quite an effort looking at comprehensive career
18 guidance and counseling. Mr. Evans' consultant is
19 looking right now -- I think you have developed a
20 whole elementary counseling career guidance and
21 counseling program. And also the State Board of
22 Education is emphasizing, very much, a need for
23 elementary counselors. And I think that is going to
24 get at very much what you are talking about. We need
25 to get more information to young people earlier.

1 From the vocational educational view, we
2 have also shifted our focus and tried to rethink
3 should we just be in the business of putting most of
4 the effort in at the junior, senior level; or ought
5 we be starting down at the junior high school and
6 middle school. And beginning a year ago, we started
7 providing some grant awards to secondary, junior
8 high, middle schools in the industrial technology
9 area that are broader based, hands-on experience, as
10 we used to call industrial arts, but which provide a
11 much more well-rounded experience now in industrial
12 technology. If we can get them sooner and get them
13 hooked on exciting things sooner, the chances of
14 keeping them in school are much better.

15 Also, I would share the comprehensive
16 career guidance counseling model is really catching
17 on in this state. I don't know that we are going to
18 be able to measure a lot of the impact of that even
19 this year or next year; but within, I would say,
20 about five years, we are going to see a lot of
21 change. Idaho has made some very, very positive
22 strides in that area.

23 I would add to that we are carrying on
24 that comprehensive career guidance model to the adult
25 level, as we realize that the dropout rate's been at

1 this level for a lot of years, there are a lot of
2 adults out here who need to re-enter at some point;
3 and they, too, are in need of some good career
4 counseling.

5 MS. ESQUIBEL: You spoke about the report
6 by the task force in 1989. Can you tell us what
7 percentage of that has been implemented to date?

8 DR. ANDERSON: Madam Chairman, that's a
9 good question. I probably just can't say what
10 percentage. I think we are making some headway, some
11 steps in the right direction in all of the areas.
12 But to tell you that we are halfway there or a third
13 of the way there, I don't think would be at all
14 accurate. But I think all of the right forces are
15 being focused and taking strides. And I do believe,
16 as it relates to change and making a difference, it's
17 not going to come overnight. It is going to take a
18 number of years.

19 MR. PENA: Dr. Anderson, I have a
20 couple of questions. I'd compliment you on the task
21 force. You could add -- probably to your cultural
22 education, you could add your time you spent on that
23 task force, as well, because all of the cultural
24 conflicts we had to resolve there to get anywhere.

25 At any rate, one of the things I

1 neglected to ask earlier to Mr. Evans is that the
2 issue of language is probably one of the critical
3 issues that is coming to the forefront. That is, the
4 Spanish language of those individuals that are
5 coming, the new entrants into Idaho, whether
6 documented or undocumented, that is a major issue.
7 Is your department or any department you are aware
8 of, other than English as a second language approach,
9 looking and studying at that issue as it impacts the
10 system or how the system is receiving -- dealing with
11 that issue of language?

12 DR. ANDERSON: Madam Chairman and Mr. Pena,
13 probably Mr. Evans is the better one to ask the
14 question, but I will share with you just a couple of
15 things. I will buck that one. I will share with you
16 a couple of areas. In 1989 and '90, Idaho had a team
17 partnership arrangement. We had a grant from the
18 federal government for workplace literacy. Again, I
19 am talking now about the adult population; but the
20 focus, the partnership of that included
21 representation from the Idaho private industry
22 councils, from adult basic education in the
23 Department of Education, from the Division of
24 Vocational Ed, from the consortium of post secondary
25 vo-tech institutions, the State Department of

1 Employment and also the governor's office. It was
2 quite a team approach. And with that federal grant
3 at all points throughout Idaho, through the post
4 secondary institutions and mostly providing services
5 at the worksites, we were providing workplace
6 literacy.

7 What was found in many areas is that
8 workplace literacy meant the ability to communicate
9 in English at a level necessary to function on the
10 job. Not necessarily what I think all of us -- what
11 we might think of as at an adult basic education
12 level, but to succeed on the job. And that has led
13 us to a great deal more awareness about the need
14 there is in many of our industries. There are many
15 people in our state that just plain don't speak
16 English well enough to read safety signs. And that's
17 scarey.

18 So I will pause at that point. Beyond
19 that, maybe I should just share: The language area,
20 it does not fall within the scope of vocational
21 education. I would tell you, though, we are very
22 sensitive to recognizing that there are needs.

23 MR. PENA: Just to clarify it, I guess
24 I am saying that it seems to me, you know, from my
25 perspective, it falls in all areas because we are

1 getting a population now that is -- a lot of it, I
2 couldn't say what percentage, because no study has
3 been done on it, how many of those are monolingual
4 Spanish that are coming to school districts, are
5 coming to programs at all different levels with only
6 that language.

7 When they enter that program, it
8 certainly affects that program. Most of us need to
9 learn to speak English. But what I am looking at
10 is -- One unique system that kind of opened my eyes
11 up in that Glens Ferry project is when I sat there
12 where they utilized the Spanish language to stimulate
13 learning, to them, it was more important to stimulate
14 learning, no matter what language; and they used
15 Spanish to stimulate learning.

16 And it occurred both in the nonHispanic
17 child and the Hispanic child. I thought that was a
18 pretty unique and innovative approach to using that
19 language at that early age, then eventually working
20 towards an English language. Literacy projects, I
21 still haven't been able to define what literacy means
22 yet; but literacy projects were all geared to the
23 English, the person that is prepared to start
24 learning the English language, not the other person.

25 MR. SWISHER: Before Rudy gets away with

1 characterizing that as unique, I suspect that over 90
2 percent of the people in the work force of western
3 Europe speak at least a dialect at home and
4 understand another language at work. It's not
5 unique. What's unique is our parochialism, the
6 thought that bilingualism is a threat to our culture
7 is the goddamnedest thing I have ever encountered.
8 Being articulate in more than one language is not a
9 threat to anyone's child. That's what I have
10 problems with.

11 DR. ANDERSON: I agree. It's quite an
12 enriching experience for many children.

13 MS. ESQUIBEL: Did you want to say
14 something, Mr. Evans?

15 MR. EVANS: No. Anita will.

16 MS. ESQUIBEL: Thank you, Dr. Anderson.

17 DR. ANDERSON: Madam Chairman and members
18 of the commission, thank you very much. I might
19 share -- I don't know if Rudy was setting me up a
20 minute ago -- but I will carry out a little bit. As
21 I mentioned, the Division of Vocational Education has
22 had approved by the State Board of Education a
23 position where we may hire someone to serve the
24 special populations coordinator, and Mr. Sam Byrd has
25 agreed to join our staff. I am very pleased to share

1 that information.

2 MS. ESQUIBEL: Thank you. The next person
3 to address the commission is Sam Byrd, the
4 chairperson for the Southwest Idaho Private Industry
5 Council.

6 MR. BYRD: Madam Chairperson, members
7 of the committee, thank you for the opportunity to
8 come and speak to you. It's kind of difficult to
9 follow two very excellent speakers, of course,
10 Mr. Evans and my new boss, now that you know,
11 Dr. Anderson.

12 I was sad to hear that Gary Fay couldn't
13 be here, because I think it would have been important
14 for him to participate. And I hope that his
15 emergency situation isn't a horrible situation that
16 he's dealing with. But I kind of felt good about it,
17 because to follow three speakers, very powerful
18 speakers and very knowledgeable about the whole issue
19 of education, I think would have been a difficult act
20 to follow.

21 I think I got off a little bit easy. I
22 am always amazed by the knowledge that both Mr. Evans
23 and Dr. Anderson have with regard to their area of
24 expertise. And especially Mr. Evans in terms of even
25 if he doesn't have copies of his reports or copies of

1 statistics, that he can just pull those out, and it's
2 always amazed me he's been able to do that.

3 Let me just share with you what you
4 already know, and that is that -- to give you a
5 little bit of a different twist, and I hope I don't
6 get myself in trouble, because I tend to speak what I
7 have -- I tend to speak my mind. So sometimes I
8 think that gets me in a little bit of trouble. I
9 feel very strongly about the whole issue of Hispanics
10 and education and improving education for Hispanics.
11 But not so strongly that I would ever do anything to
12 do it at the expense of another student. You say
13 take from Peter to give to Paul. We say from Pedro
14 to Pablo. I don't agree with that.

15 When we make recommendations as has been
16 made in the vocational education task force report
17 and then this report, that we are not doing it with
18 the intent of taking away from other students, but we
19 are doing it to complement education as a whole. And
20 so I hope it's in that context that you accept the
21 comments that I make today. Not certainly going
22 after anybody or saying negative things about people,
23 but expressing my point of view, and all in a
24 positive manner and all for the benefit of all
25 students in our educational system.

1 In 1989, starting with the task force on
2 vocational education, we did something fairly radical
3 in my opinion. We went out and we went to
4 communities, and we asked parents and students,
5 Hispanic parents and students and others interested
6 in Hispanics and education what they thought, why the
7 dropout rate was so high. We also asked another
8 question. What could be done about it. Very simple.
9 And we did it in bilingual forums. In other words,
10 in Spanish and English. We also did it during the
11 holidays, so most people thought we were crazy
12 because nobody was going to come out.

13 In the first meeting in Marsing,
14 Mr. Pena and Mr. Fuentes from the Idaho Migrant
15 Council and Francie Katsilomites. All the Spanish
16 leaders in the state attended that meeting not really
17 expecting to go to work. But we needed people to
18 facilitate that first meeting. By the way, we had,
19 what was it, about 65 people there, Rudy. And it was
20 a cold, dreary night, snowing. Members from the
21 State Division of Vocational Education staff in
22 Boise. It was a great turnout.

23 We had mariachi, we had food. Of course,
24 we weren't supposed to eat before we got started.
25 But culturally, we eat before we do anything. We

1 disrupted the agenda. We ate first, we heard music,
2 we got on about our business. Basically, when these
3 individuals that I mentioned walked in the room, I
4 asked them to roll up their sleeves to help us, to be
5 able to help as facilitators in tables that were
6 filled with parents and others interested so we could
7 get about answering those two questions that we had
8 posed to the community.

9 We did that throughout the state of
10 Idaho. And we were very successful. No less than 35
11 individuals, upwards of 65 individuals in every one
12 of the meetings. And the results of that, we took
13 special care to make sure that what parents and
14 students were telling us, that we didn't turn it
15 around and package it differently. That we didn't
16 put it in the way that we wanted to communicate that
17 to the public. But instead, that we maintain the
18 essence of their comments and what they were trying
19 to let us know. So we did that.

20 From that, then, we went on pretty much
21 to try to report back to those parent groups or those
22 community meetings what had gone on in those
23 particular forums. Because we felt a responsibility
24 to make sure that we got back to them in terms of
25 what had happened. So copies of the reports were

1 provided when it was published. Of course, you see
2 that it was done in Spanish, as well as English, for
3 those individuals who are monolingual Spanish
4 speaking only. I figured that that would be about
5 it. That in fact, we would publish a report, and
6 that the report would sit on some shelf, and that
7 would be the end of it. And I am sorry to say that,
8 but I really felt that that was what was going to
9 happen.

10 But I kept plugging away, and I kept, you
11 know -- I kept picking up the telephone and making
12 calls, and I kept basically on top of trying to
13 follow through with some of the recommendations that
14 that early report had put forth. As a result of
15 that -- they say the squeaky wheel gets the grease or
16 something like that -- but as a result of that, then
17 they asked us to continue with this other task force,
18 and that report is the one that I handed out this
19 morning. And so for the last two years, I have been
20 doing a couple of jobs.

21 The job that I do with the Southwest
22 Idaho Private Industry Council is contracts manager.
23 We run one of those JTPA programs. And the other job
24 which has turned out to be a full-time job, as well,
25 which is to help and assist in terms of the work that

1 both of those task forces are doing. I am lucky to
2 have a boss who allowed me to do that. And a wife
3 and a family who is very supportive, because it took
4 a number of hours away from other things that I
5 should have been doing at work and things that I
6 should have been doing at home.

7 Let me just tell you real briefly that we
8 called for a number of recommendations that exist in
9 that vocational education report. There's no magic.
10 They found their way into this report, as well. And
11 the reason is we wanted to make sure that they didn't
12 get lost. We also believe very strongly that some of
13 the things we said with regard to vocational
14 education very much applied to all of education as it
15 relates to Hispanics. So if you will look at that,
16 you will see that they are quite similar.

17 We talked about in terms of the
18 partnership that Dr. Anderson spoke about, we put it
19 in the context of statewide leadership. We believe
20 real strongly that partnerships do need to occur.
21 That it isn't a Hispanic issue, that it isn't an
22 issue just for educators, that it isn't a state
23 agency or a couple of state agencies or the governor
24 who are primarily responsible for what happens in
25 terms of education, and specifically for Hispanic

1 education.

2 We felt that in fact there was going to
3 have to be those partnerships developed and nurtured
4 in order for us to be successful, because we
5 didn't -- we know that in fact we cannot do it alone.
6 It is in the best interests of Hispanics, but it's
7 also in the best interests of all of Idahoans for us
8 to work together.

9 You have heard some work force issues.
10 It's the morally right thing to do, but it's the
11 right thing to do in terms of what's happening in our
12 economy as it relates to our increasing numbers in
13 the work force. So if we want to continue to be a
14 viable state in terms of our economy and we are going
15 to be that work force, then we need to make sure that
16 we are prepared to do that, and we need to stay in
17 school and hopefully go on to post secondary
18 education or some form of training.

19 But the statewide leadership that we
20 speak to basically talks about hiring qualified
21 professionals in state agencies, including the State
22 Department of Education, the State Board of Education
23 staff, because we think there needs to be that
24 message sent to the community at large that in fact
25 there is leadership that's being taken by the state

1 agencies. The other thing is that we believe that
2 there are certain people who can bring some expertise
3 to positions if they are filled, so we think that to
4 be very important.

5 You have heard that there was a position
6 that was funded in the state department, that no
7 longer exists. It seems to me that although we all
8 need to recognize that there has been some less money
9 available, that we should do everything possible to
10 be able to bring back those resources and identify
11 individuals to be able to help, professionals to be
12 able to help within those offices.

13 Let me also tell you that we called for
14 the continuation of the task force because we think
15 that it needs to go beyond just being a report. We
16 like to be a part of an action plan. It's good for
17 me to hear that in fact there is talk about hiring a
18 consultant to be able to put together an action plan,
19 because if we don't, then it's only going to be a
20 report.

21 I, too, am concerned about what are
22 we going to do with the report we have now?
23 Madam Chairman, we were talking before the meeting
24 started in terms of well, it's a real nice report,
25 but really what we are all about or what we really

1 want to talk about or need to talk about is what are
2 we going to do to be able to implement some of the
3 recommendations that are contained in this report and
4 the two others. So that's really my main concern
5 right now.

6 The task force staying together, I think
7 can provide some very good leadership, along with
8 others. We also wanted to put some teeth into this
9 as it relates to the public schools. We said that if
10 we couldn't -- We tried to hold their money. If in
11 fact we couldn't have them implement some of the
12 recommendations, then we toyed with the idea --

13 That was an interesting meeting, because
14 we said can we do that legally, can we say that we
15 will hold funds back from a school district if they
16 don't implement the recommendations. Because we felt
17 that just to say it, schools may not do it.

18 So we wanted to make sure we had some
19 teeth into it. Of course, we realized we couldn't do
20 it, but it was a good idea. So what we said is there
21 was some discussion about we are not here to decide
22 whether it's legal or not, we are here to send forth
23 a message, a very strong one that we believe strongly
24 that it needs to be -- that there needs to be an
25 action plan, and these things implemented at the

1 local level.

2 What we did, though, is we said -- we
3 made a recommendation, part of the criteria of which
4 public schools accreditation is based should be the
5 recommendations of the Hispanic task force. So we
6 think that it ought to go right to accreditation.

7 We started and talked about besides
8 statewide leadership, preschool programs. We think
9 the Head Start model is a very good model that can be
10 used for serving other children, specifically
11 Hispanic children that currently are not being served
12 by that program. And we called for in our preschool
13 recommendation that the state fund a program modeled
14 after Head Start to serve Hispanic parents and
15 children who are not covered by the federally funded
16 Head Start program.

17 Then we went on and talked about school
18 improvements. I am not going to read them to you.
19 You have those in front of you. And you can take
20 some time to take a look at those. But I am going to
21 point out a couple of things that caused quite a bit
22 of controversy. It deals with the issues of
23 language, specifically. We talked about the fact
24 that there needed to be, in terms of foreign language
25 instruction, we said it needed to begin in

1 kindergarten. We also said that by third grade that
2 we should require 30 minutes of daily instruction in
3 a foreign language through grade 6. We also
4 recommended, and this was very controversial, that in
5 school districts with Hispanic student population of
6 5 percent or more, that that language should be
7 Spanish.

8 And I remember that meeting. I think it
9 was in Pocatello. Sally, one of the members of the
10 task force is here. But you know, how do we decide?
11 You know, how do we decide what to require. There
12 has to be a trigger. And we debated and debated.
13 Many of us felt that we didn't need to have a 5
14 percent or 10 percent in order to have it, because we
15 felt that it was just the right thing to do, and if
16 we had that, then schools that fell under that 5
17 percent or whatever the figure was that we were going
18 to decide were not going to do it.

19 Compromise is essentially what happened.
20 We came up with a 5 percent figure, and so that's
21 what happened. Let me just speak to that issue
22 there. We just really feel -- I continue to feel --
23 that the model that's been talked about here this
24 morning, the Glens Ferry model, the two-way
25 bilingual model is basically what we were talking

1 about should be done. That we didn't want to do
2 pull-out programs.

3 We felt, you know, it's real important
4 for Hispanic kids to feel good about their language.
5 One of the reasons that they are having some problems
6 is because of the language barrier. So what we
7 really thought would be good is that if we were to
8 require this for all students. In other words, that
9 they would benefit. Logically speaking from a
10 competitive point of view, you have heard comments in
11 terms of, you know, being bilingual and how that's
12 going to help you. If you know -- you know, if you
13 are computer literate, that's going to help you. Yet
14 we do get a lot of resistance when we talk about
15 introducing a foreign language, especially Spanish.

16 But the ideal was in the Glenns Ferry
17 program. I thought when I went out there, I
18 actually -- I got goose bumps because I could see
19 those kindergarten kids, Anglos, white kids, whatever
20 you want to call them, general population kids and
21 the Hispanic kids, they didn't know the difference
22 between one language or the other. They didn't know
23 the difference between one was an Hispanic and one
24 was a white kid. They didn't care. All they cared
25 about was learning.

1 I am getting goose bumps now as I talk
2 about it. All they cared about was learning, all
3 they cared about was helping each other to be able to
4 learn whatever it was that they needed to learn. And
5 to me, it was the best thing that I have ever seen,
6 and I can't remember when I have had that feeling
7 when I walked into a classroom. Because you could
8 see that it was really working.

9 When you see an Anglo child who is
10 proficient in Spanish as some of our children are,
11 it's just amazing. When you hear the parent of that
12 child talk about their child who is enrolled into the
13 program and how they really want to maintain this
14 program, and you see that support, it's absolutely
15 overwhelming. When you talk to the Hispanic -- or
16 you see the Hispanic child and how they are getting
17 along in the classroom and the learning that's going
18 on, it's overwhelming. When you talk to the Hispanic
19 parent whose child that was in Glenns Ferry, they
20 felt for the first time they were getting access to
21 education that they couldn't get any other way. Then
22 all of the sudden, what happens is that that was
23 taken away for whatever reasons that were decided at
24 a local level.

25 It seems to me that if we are going to

1 help school districts deal with the issue of
2 Hispanics and other ethnic groups, that it seems to
3 me that part of that whole leadership strategy needs
4 to include somebody at the state level assisting
5 them, providing either incentive grants or helping
6 those school districts think through some of those
7 decisions they make with regard to programs such as
8 the one that was in Glens Ferry.

9 Because if we were to assume that they
10 will make the right decision, okay -- mind you, there
11 was 150 parents or more who in that community
12 supported that program -- but it seemed to me that
13 there was nobody at the state level who was willing
14 to step forward and say "we realize it's your issue,
15 we realize it's a local issue, but we really
16 encourage you to take a look at the benefits of the
17 program for the entire student population. And we
18 believe very strongly that you should continue to
19 pilot the program, to really see -- to go beyond just
20 the initial year, to really see what's going to
21 happen. For the first time, you have an opportunity,
22 you have federal dollars committed for a
23 multi-year -- for a multi-year project, and you have
24 an opportunity here to be able to do something."

25 Usually, what we have is an idea, then we

1 don't have the money. Here's a hell of an idea,
2 something that is working for all concerned, for all
3 students. We have the money. And yet no one, in my
4 opinion, stepped forward and provided the leadership
5 necessary for that program to continue.

6 The other thing that I am going to tell
7 you about that, and then other people will talk to
8 that -- it's very frustrating to me to have that
9 happen -- but the other thing that I need to talk to
10 you about in terms of Glenns Ferry is it seems to me
11 that -- it seems to me that they could have been
12 encouraged to share that model even while they were
13 implementing it with other districts, because some of
14 the things that they were doing, I think -- You
15 know, you think this about Nampa, you think about
16 Caldwell, you think about other districts, and why we
17 were not taking something that we know is working or
18 at least seems to be working and begin to share that
19 even before we finish with the pilot project.

20 So it seemed to me that part of that
21 statewide leadership could have gone in and said
22 "look, we want to let you know about this program and
23 we want to share this. If you are interested, you
24 might want to arrange a visit." Those are the types
25 of things that I think should have happened with

1 regard to that particular program. It's sad that it
2 didn't continue.

3 Let me go on to talk about other things
4 that are in the report, talk about -- in fact, we
5 requested \$1 million from -- we tried to request
6 \$1 million from the Legislature. I remember meeting
7 with individuals, leadership in the senate,
8 leadership in the house during this past session and
9 having conversations about why we felt this was
10 necessary. And basically, the idea was that, "well,
11 you know, it's going to be difficult to get any
12 money. Even though it's a good recommendation, we
13 think we ought to take a look at it, that one and
14 others, to be able to do more language development
15 programs at the local level, that we don't think you
16 are living in reality, we don't think it's going to
17 happen."

18 So again, there was kind of a people not
19 willing to step forward and assume the leadership
20 that I think is necessary to be able to implement
21 something that would have gotten at that particular
22 issue of language development and really dealt with
23 those students in the proper manner. So we asked for
24 the million dollars. I continue to feel that we
25 should continue to go back and ask for that, because

1 that's really what it's going to take for us to be
2 able to do it.

3 We also talked about parent involvement,
4 because part of the partnership or part of the
5 leadership needs to include Hispanics, Hispanic
6 parents. I was asked quite frequently what are
7 Hispanic parents going to do to be able to help us in
8 terms of making sure their kids stay in school. It
9 was kind of like throwing it back in the parents'
10 faces and saying, "Well, you know, the problem is you
11 guys don't really believe in education."

12 And our report speaks to that. We say
13 that in fact there ought to be a parent involvement
14 plan that ought to be -- that ought to be required of
15 districts. Again, that 5 percent, any population
16 with a Hispanic population of 5 percent, to develop a
17 detailed Hispanic parents involvement plan that
18 promotes open and continuous communication between
19 parents, teachers and school administrators.

20 We wanted to insure that school
21 principals were the chairs of these committees,
22 because we felt that if you would leave it to local
23 level, that in fact what might happen is that those
24 principals would assign somebody to run that
25 committee that dealt with the Hispanic parents, and

1 that they would never really get to communicate with
2 those parents directly. So we said we think that
3 ought to be the chairperson of those particular
4 committees. A lot of principals thought that was
5 interesting.

6 The other thing that we said is that
7 there needed to be a survey that was done with regard
8 to the adequacy of information that was being
9 provided to students and parents on educational
10 programs and opportunities for Hispanic students. In
11 other words, how do you know how you are doing if you
12 don't have an accountability built in in terms of
13 asking those parents and those students or surveying
14 them in terms of what their knowledge is about
15 educational opportunities and programs. The reason
16 is parents were telling us sometimes they didn't know
17 about these particular programs that may have been
18 available.

19 We also said there needed to be access to
20 educational programs and opportunities for Hispanic
21 students, and that by implementing this parent
22 involvement plan, that we could get at that. We
23 asked the State Department of Education to monitor
24 the implementation of parent involvement plans to
25 insure compliance. So don't just require it, here

1 are certain things we think ought to happen, and
2 there ought to be some monitoring that is done from
3 someone to make sure that it's being complied with.

4 We talked about Spanish language radio
5 and television to promote issues related to Hispanic
6 education. In other words, let's use positively that
7 media to be able to get the word out. We recommended
8 latch key programs, or what are called playing and
9 learning under supervision for children as part of
10 their school activities. We talked about using a
11 model that worked for the migrant education system,
12 which is the home school coordinators. These are
13 people who work with parents. These are people who
14 work with students. Here's a model that works.

15 And we are saying why reinvent the wheel,
16 why don't we go out there and fund some of those
17 people out of state money to be able to get at some
18 of these issues dealing with parents and students.
19 The same thing with that Head Start model. If they
20 are working, why not do that. We talked about these
21 home school coordinators providing -- or being able
22 to facilitate the transition of preschool children
23 and their parents into the public school system. At
24 a very early age in Head Start, parents are very
25 actively involved in that program. And yet magically

1 when those children make the transition into the
2 public school system, all of the sudden the parents
3 are no longer involved. Why? Why not? If they
4 already know that they need to be involved early on,
5 it should be fairly easy to make that transition and
6 so we need to continue that. So that's what we were
7 recommending that these individuals could do.

8 The other is that what about a point
9 person. What about a point person within the school
10 district, if a parent had a question, who would they
11 go to. So we thought the home school coordinator's
12 role would also be you go to that person and you ask
13 about a particular program. Or if you have a
14 particular issue or problem, you can go to that
15 individual to get that. We felt if it works for one
16 program, why not use that same model and use it for
17 Hispanics in general.

18 We talked about certifying -- You know,
19 you get money if you have a degree, and certain
20 credits. If you have a degree -- my wife has a
21 Spanish language degree -- you get more money for
22 that. But if you have that same skill and you are
23 not certificated staff, then you don't get any
24 dollars for that. Yet those aides that are in the
25 school districts who happen to be Hispanic and

1 bilingual who are used to be able to provide that
2 service are not recognized for that particular skill,
3 nor are they paid for that particular skill. And we
4 said that it only makes sense to be able to do that
5 for those individuals.

6 The other thing we said is they probably
7 can make some of the best teachers. If we are
8 looking to increase the number of bilingual teachers,
9 the number of bilingual counselors, then why not go
10 to someone who is already in the system, assist them
11 with scholarships to be able to go on to school, get
12 their teaching certificates so they can come back
13 into the schools. We felt they are interested, they
14 are already doing it, it seems a natural, and we
15 spoke to that in our report.

16 Guidance and counseling, I tell this
17 story a lot. And what was happening is that we were
18 having counselors -- And probably still happening,
19 unfortunately. Counselors, which there are not
20 enough of, and we need to have more for all the
21 student population. But we had a counselor who would
22 call in the parents and the student to talk about a
23 particular issue with the student.

24 The parents are monolingual Spanish
25 speaking only. So they use the student to translate,

1 okay, or interpret, for the parents. So it goes
2 something like this: "Tell your parents that you are
3 not doing very well in school. We are a little
4 concerned about you and we really want you to pick it
5 up a little bit." What did he say? And the child,
6 the student would say, "He says he is really glad to
7 see you, he'd like you to come back, he says I am
8 doing fine in school."

9 So that was the extent of the counseling.
10 Great, they are doing great. And that's funny, but
11 it's very tragic because in fact there's no
12 communication that exists there. So we are saying,
13 you know, we can all use -- all students can use more
14 counselors; but we are really in dire need of some
15 counseling, and we are really in need of bilingual,
16 Spanish speaking counselors to provide us with some
17 of that guidance. That we really need to deal with
18 and make appropriate decisions with regard to our
19 educational careers or our transition into the
20 workplace. And so we felt very strongly that that
21 ought to be a part of that.

22 I told you we talked about parental
23 involvement, but we got everybody involved here. We
24 said community, parental. This title basically tells
25 you that we weren't able to select, as a task force,

1 one title for that. We felt -- all of us felt
2 strongly that it ought to be the whole community,
3 that parents must be involved; and that, you know,
4 that the entire family needs to be involved in this
5 process. So what you see here is basically a call to
6 Hispanic leaders, a call to community based
7 organizations and everybody you can think of to get
8 involved in this process and really help us out.

9 We also recognized the fact that some of
10 these parents who are monolingual Spanish speaking
11 only need access to adult education that includes
12 English as a second language, so we were recommending
13 an increase -- tremendous increase, as a matter of
14 fact -- in the dollars that are made available by the
15 state for adult basic education. Because although
16 there is approximately 700 or so thousand dollars
17 that come in from the federal level to fund adult
18 basic education, which includes English as a second
19 language programs, we felt that the state needed to
20 make a larger commitment. I think it's somewhere in
21 the neighborhood of \$200,000 now. It may be a little
22 bit more with this past legislative session. We feel
23 it ought to be closer to half a million dollars. In
24 fact, we recommended \$600,000.

25 Again, someone needs to stand up, assume

1 a leadership position in that, because if we want to
2 include parents, imagine this: I have a particular
3 piece of homework I need to do. I take it home.
4 What does your child do when they come home? They
5 ask you to help them. And to the best of your
6 ability, you can. The fortunate thing is you can
7 speak the language, you can understand some of the
8 concepts. Imagine a parent who can't. And even
9 though you want those parents involved, they can't be
10 involved, because they are locked out of that process
11 entirely. So until we also provide services to those
12 parents, we are not going to fully be able to get
13 them involved in the educational process of their
14 children. So we called for additional funding as
15 regards to English as a second language program.

16 Let me just say to you with regard to
17 school improvements, we talked about teacher
18 education programs. It seems to us that as student
19 populations are becoming more diverse, that all of us
20 should be going through some sort -- all of us,
21 including me, some sort of cultural awareness
22 training that is a part of all teacher education
23 programs. That in order to help teachers deal with
24 that changing student population, that we ought to
25 institutionalize programs that help them do that.

1 Because if a teacher wants to do it, then how do they
2 do it if they don't get -- receive the training
3 that's necessary to be able to do that? So even if
4 they want to, they can't. So why not do that.

5 And we called for specific requirements
6 within teacher identification to be able to do.
7 There's another example of partnership. The higher
8 education system which produces those teachers who
9 are going to go in our public school systems must
10 have that training in order for us to be successful
11 at the public school level. So that's another form
12 of partnership that we were recommending and we feel
13 very strongly.

14 What about for teachers who are already
15 in the system who may want to get some additional
16 training? We said that recertification requirements
17 specifically said that X number of time or hours
18 needed to be devoted towards classes to be able to
19 prepare those individuals to deal with some of those
20 issues. Unfortunately, I think that was a factor in
21 the Glenns Ferry issue. Unfortunately, I believe
22 that there were teachers who did not support the
23 program and who felt -- in fact, were quoted as
24 saying that they felt they were going to lose their
25 jobs because they did not have a bilingual ability.

1 So they felt, in my opinion -- totally my
2 opinion -- threatened by that changing requirement,
3 and their lack of ability to be able to do that. Why
4 not help those individuals by providing them with
5 that training so that they are prepared to deal with
6 that. Prejudice and discrimination. My opinion
7 entirely. I feel that in fact this exists in our
8 schools, as well.

9 And that I believe -- totally my personal
10 opinion -- that that may have been a factor in that
11 particular example that we have been talking about
12 this morning. That in fact there are comments that
13 are made with regard to why should we be teaching
14 them another language, don't they know that this is
15 America. If they are going to live in America, then
16 they need to know English. And if that doesn't smack
17 of racism or prejudice or something, I don't know
18 what does.

19 But I really think that we really need to
20 overcome some of those issues if we are really going
21 to be successful in terms of implementing some of
22 these recommendations. We need to deal with that.
23 It exists, and until we deal with that, a lot of this
24 stuff is going to be very difficult to do.

25 Higher education, and I will finish by

1 telling you that in terms of higher education, we are
2 recommending that -- Of course, the scholarships, of
3 which the Legislature stepped forward, provided
4 leadership, provided dollars to be able to do that.
5 I think that's a very good beginning. I hope we have
6 so many students that apply for that minority
7 scholarship that when we go back the next time they
8 say, "Boy, this really worked, we ought to put money
9 into it."

10 I know I am dreaming, but I like to
11 dream. I believe, in fact, this need exists there.
12 I like to say that that's the form of leadership that
13 we need in terms of those legislators to be able to
14 assist us to fund those kind of programs, and I think
15 they are going to go a long way. They open the door.
16 But then once we get them on campus, shouldn't we not
17 only be concerned about recruiting them, but
18 shouldn't we also be concerned about retaining them,
19 keeping them there.

20 And then really how should we be
21 evaluating our success? We should be evaluating it
22 by looking at the graduation rates. And we should
23 say, "If we recruit them, then we need to keep them,
24 we need to provide the environment on campus to be
25 able to have them want to be a part of that

1 institution of higher education. That they feel
2 comfortable and they are going to get about the
3 business of learning -- of gaining their degree."

4 And so we felt that that was really
5 important to be able to do. Ultimately, let's see
6 how many of us can complete that degree, and in fact
7 go on. Go on to achieve maybe a doctorate or some
8 other graduate degree. So we feel that in fact
9 universities must begin to move in that -- towards
10 that direction.

11 We also believe that there was some talk
12 about tracking -- not tracking on the negative sense,
13 but keeping track of students by ethnic group in the
14 public schools. That was a part of our
15 recommendation. I am glad to hear we are well on our
16 way to implement something like that. I think it's
17 the way to go. We also believe that that needs to be
18 done at the higher education level, because we will
19 never know until we do that. Currently, I believe
20 that that may not be done to the degree that we need
21 to do it.

22 What about hiring Hispanic professors,
23 faculty? What about deans who happen to be Hispanic
24 or other minorities? If you look around, what about
25 people who happen to be minorities, specifically

1 Hispanic, to be on advisory committees at the
2 university level? We don't have that. We need to
3 move in that direction. We as Hispanics, Hispanic
4 community need to make sure that we are then
5 available to apply for those jobs and take on those
6 responsibilities. So we need to help. We have to do
7 our part, as well.

8 The other thing that we talked about is,
9 again, as part of that was that teacher training
10 program. The higher education system in our state
11 really needed to help us in that regard. Let me just
12 tell you that with regard to higher education, the
13 scholarship, I think, is a move in the right
14 direction.

15 I just recently got back from the Western
16 Interstate Commission For Higher Education, WICHE,
17 meeting, their annual meeting. Their whole annual
18 meeting was devoted to ethnic diversity on campus.
19 It was an excellent meeting. I presented the
20 recommendations of the task force. And as a result
21 of that meeting, the University of Idaho, Idaho State
22 University and Boise State University vice presidents
23 were present, and there is something called an Ethnic
24 Diversity Institute whereby WICHE staff can come on
25 into a state and work with the higher education

1 system to be able to provide a team of individuals
2 from each institution. You know, they go through a
3 process of how do you do some of the things that we
4 talk about in terms of the report to make sure that
5 we are making the changes on campus to be able to
6 receive those minorities that are going to be coming
7 on campus, and we keep them, they graduate and they
8 go on.

9 And so at that point, there was tentative
10 agreement to bring that institute into the state of
11 Idaho. And that those institutions, as well as
12 Lewis-Clark State College, as well as this particular
13 community college would be a part of that, that
14 institute, so that they could begin to implement
15 campus-wide programs that deal with the issue of
16 diversity on campus.

17 As you know, as you can see, I get
18 excited about this stuff. As you know, I take it
19 very personally. And as you probably also know, I
20 don't give up. And I think that I'd like to let you
21 know that, and also compliment you on the fact that
22 you are getting us together here to continue to talk
23 about some of the things that all of us need to do
24 together to be able to move in the right direction
25 with regards to Hispanics and education. So,

1 Madam Chairperson, members of the committee, with
2 that, I will end my presentation.

3 MR. PENA: Mr. Byrd, I have to
4 congratulate you on the work that you have done to
5 this point in getting the reports together,
6 spearheading the task force and getting things to the
7 forefront. But as you well know, there are also --
8 In everything that you have done to this point -- and
9 Perry Swisher is a principal and he's looking at you
10 and saying, okay, this is overwhelming --

11 MR. BYRD: That's kind of an exciting
12 thought.

13 MR. PENA: He's retired now, so he's
14 available.

15 MR. SWISHER: It could happen.

16 MR. PENA: You know, this report, you
17 lay it on a principal's desk and say it's
18 overwhelming. What three things do you feel would be
19 the most important things that you could tell him?

20 MR. BYRD: Language programs along the
21 lines of the Glenns Ferry model. Parent involvement,
22 a plan for parent involvement. Not just we are going
23 to get parents involved. And staff. Staff that
24 happens to be bilingual, Spanish speaking. And
25 counselors. So a real move in that direction. Those

1 are the three things that I think if we did as soon
2 as possible and didn't do any of the other things
3 that we would be so far ahead of the game it wouldn't
4 even be funny.

5 MR. PENA: A second question is this:
6 In light of the whole push of trying to define
7 cultural awareness, cultural awareness to you and
8 probably everybody in this room would be defined
9 differently. One of the trends occurring now is to
10 send all my nonHispanic or nonSpanish speaking
11 teachers to Spanish classes as part of a cultural
12 awareness. Do you see that as part of a cultural
13 awareness?

14 MR. BYRD: I think language is very
15 important in terms of culture, and I think that we
16 should all recognize that. But is it you, Sally,
17 that talks about the tourist approach to cultural
18 awareness? And that is if you speak about going to a
19 class every once in a while or if you go -- have a
20 taco or enchilada once in a while or if you go to
21 Fiesta, Cinco de Mayo, if that's your approach to
22 becoming culturally aware, then I don't think that's
23 what we are talking about. That I can tell you that
24 regardless of the definition, my definition doesn't
25 include that type of an approach.

1 You know, people speak to -- It seems
2 that we get to -- maybe it's part of our society, but
3 when we talk about culture, at least when people talk
4 to me about my being Hispanic, first of all they say
5 how did you get the last name like Byrd. Then the
6 second thing they talk about is food. They talk
7 about tacos, enchiladas and things like that. And I
8 have no understanding of where they are coming from,
9 because I don't -- I think they are trying to reach
10 out, but I don't -- I think they really lack an
11 understanding in terms of what the culture is really
12 all about. So I really think we need to provide --
13 We need to celebrate diversity. That's what
14 America's all about. That's what America's always
15 been about.

16 But most recently, we are looking at a
17 particular new group of immigrants that happens to be
18 growing at a tremendous rate. This happens to be
19 everywhere, and that in Idaho now stays here when
20 before these people used to leave. They used to come
21 in and they used to leave. And the changes that come
22 about as a result of that diversity, I think scare
23 the hell out of people.

24 And it seems to me that the appropriate
25 thing to do for all concerned, for the good of the

1 country, for the good of Idaho, that the best thing
2 for us to do is do what we have always done. Is to
3 celebrate the differences and to be able to do that
4 in a way like a community should, and to celebrate
5 that and to embrace that and to get about the
6 business of doing what it is that we need to do as a
7 community. So that's really where we need to be.

8 MS. ESQUIBEL: Thank you.

9 MR. BYRD: Thank you.

10 MS. ESQUIBEL: Next we have a panel,
11 Anita Brunner, consultant for the State Department of
12 Bilingual Education, Irene Chavolla, teacher, Idaho
13 Falls. Pete Espinoza. I don't see Pete here.
14 Tony Rodriguez, director of the college assistance
15 migrant program. I don't see him. And
16 Mr. Joe Youren, principal at the Pershing School in
17 Rupert. If we could have each one of you, as you
18 speak, identify yourself and who you will represent.

19 MS. BRUNNER: My name is Anita Brunner. I
20 am a consultant with the Department of Education for
21 English as a second language and bilingual education
22 program. Art asked me to come here today to talk
23 about what the role of the state department is in
24 bilingual education and ESL. We don't have any state
25 curriculums for bilingual education and ESL.

1 This is another local issue, but we are
2 very much involved in monitoring these programs and
3 providing technical assistance. I can go through
4 what the procedure is. In the fall, the districts
5 turn in an education plan for their limited English
6 proficient students. I can leave these with you as
7 evidence of the plan. It is submitted to the
8 Department of Education and approved to see that it
9 shows proper English language development and access
10 to the curriculum. They can either provide access to
11 the curriculum through the native language or through
12 the ESL strategies in the content area.

13 A lot of the training that we do provide
14 is for mainstream teachers so that when the limited
15 English proficient students are in the mainstream
16 they will be able to have some comprehension of the
17 curriculum. And there are a lot of strategies now
18 that show that cooperative learning, peer tutoring,
19 visuals and what we call sheltered English, that this
20 can work and children can acquire language through
21 the content area.

22 This year we provided the training for
23 secondary teachers because we are very concerned
24 about the dropout rate, and we found a lot of the
25 elementary teachers have traditionally gotten

1 their -- that had this training in their college
2 training. But the secondary teachers were not quite
3 as aware of these strategies, on how they can include
4 the second language students in their classrooms
5 successfully. So we focused the training on that
6 issue this year. Next year, we are going to focus
7 the training on the administrators, because in these
8 trainings, we have found that the teachers have said
9 yes, we like this, we want it, but we need some
10 support from our principals.

11 So moving on with the monitoring system:
12 After they turn in the plan, they are visited by one
13 of the members of the state department during the
14 year to see if the plan is being properly
15 implemented. Sometimes we find there are weaknesses
16 in these programs. At that point, we sit down with
17 the district and we develop a staff development plan
18 for that school district there. We try to arrange it
19 usually for 15 hours so that the teachers will be
20 able to get one credit for this.

21 This somewhat ties in with the task force
22 report, because we generally try to include some
23 cultural background, as well as knowledge on language
24 acquisition, and how teachers can adapt their
25 strategies to include these students. The third part

1 of the monitoring process is that in the spring the
2 school districts turn in an assessment of their
3 program and the progress that these students have
4 made. And then at the end of the year, we compile
5 all of this information into an evaluation report
6 which is prepared by an outside evaluator.

7 I have copies for all of you, if you are
8 interested. And then we just sit down again and make
9 our plans for what the staff development is going to
10 be for the next year. That kind of gives you the
11 circle picture. Basically, since we don't have that
12 much time, I do want to address the Glenns Ferry
13 issue, because I want to say, as Rudy was mentioning,
14 yes, it is true, it seems that we have had the
15 emphasis on English language development. I think
16 maybe largely because maybe we have not -- the state
17 isn't super probilingual. I think everybody can pick
18 up on that.

19 But I think slowly it's come around,
20 at least in our department. I mean if anyone has
21 read the big -- Empowering Minority Students by
22 Jim Cummins, this is kind of like my bible now, and I
23 have certainly promoted it with administrators. It
24 talks about the importance of recognizing the
25 language of the students that come in, and taking

1 this as an addition, treating the kids as gifted and
2 talented. They already have one language, let's
3 build on that, let's offer them courses in their
4 language so they can continue to excel.

5 Of course, we are all going to need to be
6 bilingual. We should build on that rather than
7 taking away that language and only giving them
8 English. Let's build on their Spanish, their
9 Japanese, whatever, and also give them English.
10 Research has also shown the best way to do this is
11 through a two-way immersion program.

12 Contrary to what Mr. Byrd said, the state
13 department did provide a great deal of leadership on
14 the Glenns Ferry program; and we talked to them about
15 it, we helped them develop their proposal. We went
16 down several times, and we were simply told by the
17 superintendent and the board members that outsiders'
18 opinions would not influence them. And they felt
19 quite strongly about that. And for this reason, I
20 asked Joyce Farris, who is a very strong parent
21 advocate for the program, to come and share some of
22 her experiences with why the program failed, even
23 though it was very successful.

24 MR. SWISHER: Would you spell your last
25 name for us.

1 MS. FARRIS: It's F-a-r-r-i-s. I thought
2 maybe that you might be interested, to begin with, in
3 that we -- after the school board voted this program
4 down, the vote was two to two, then the chairman of
5 the board voted, made it three to two against the
6 program. Even the board was divided. And the
7 community was very divided.

8 So we wrote a petition that we had 350
9 signatures to, and we could have got more, but we
10 were on a time schedule where we wanted to get it
11 into the board the night of the board meeting. And
12 this was what we wrote on the petition. It says,
13 "Petition of the parents and concerned citizens of
14 Glens Ferry. We, the undersigned parents and
15 concerned citizens of Glens Ferry, Idaho and the
16 surrounding area, hereby submit the following
17 comments and signatures in support of the
18 continuation of the federally funded bilingual
19 immersion program in our school.

20 "We disagree with the board of trustees'
21 decision in this matter during their meeting on March
22 14th, 1991. We believe that the board has erred in
23 rescinding its earlier decision to begin this
24 program. At this time the trustees made a commitment
25 to provide an alternate form of education to our

1 children. The results so far have proven that this
2 sort of education can be successful. We feel the
3 continuation of this program will not only provide
4 more successful results, but it will also prove
5 beneficial to the community as a whole.

6 "The program should be continued for a
7 minimum of one more year to fully expose these
8 educational benefits. Federal funding should not be
9 discarded without fully exploring all of its
10 potential. Please carefully examine this petition
11 and reconsider your latest decision. The advancement
12 of our community depends upon the ability of our
13 leaders to foresee the changes in our lifestyles and
14 their ability to accept and direct those changes.
15 Your prompt attention to this matter will be greatly
16 appreciated."

17 The bilingual grant that we got was
18 nearly \$500,000 over five years. We had and still
19 have a bilingual teacher who is very, very talented
20 and a very good teacher. Our superintendent would
21 like to keep her. She was treated terribly by
22 teachers that were on staff in the elementary part of
23 our school. She felt not accepted at all; and I am
24 sure that if she finds another position, that she
25 will not stay with us in our school.

1 In talking with several board members,
2 and I spent many -- had many talks with them -- I
3 feel, like Mr. Byrd, that it was voted out because of
4 prejudice and because there were two teachers that in
5 the beginning, in the fall, after the program was
6 implemented went out amongst the community and also
7 to the school board members and said things that were
8 absolutely false about the grant and about the
9 program. And that type of information flooded
10 through the community, and you could not convince
11 people otherwise what it was really about.

12 The board members admitted that the
13 people calling voting against -- wanting them to vote
14 this out were prejudiced. They said that -- and I
15 asked them questions such as "did they know anything
16 about the program?" "No, most everyone that called
17 really didn't know anything about the program." So I
18 felt that as a parent we were denied something. That
19 my little girl is in this kindergarten class, and I
20 went into the class several times.

21 The question was asked of board members,
22 "Have you ever attended the class?" I don't think
23 there was one board member that ever went into the
24 class to see exactly how the program was going. And
25 I can't say that for sure. There may have been one,

1 but I would -- I would say that -- maybe just one.
2 And my daughter, it was very easy for her. I had
3 doubts about it in the beginning, because I didn't
4 see how they could be taught half a day in Spanish
5 and half a day in English and be able to learn the
6 things that were required.

7 I called all over this country. I called
8 Arlington, Virginia, I called North Carolina, I
9 called Oregon, I called California. I talked to
10 principals at all of these places that I called and
11 got results of their programs that are very similar
12 to this in two-way bilingual immersion. All I got
13 was positive answers on how much it is helping their
14 children and how much they even exceed and excel
15 normal standardized test scores from students who are
16 not able to be in the programs, that are not in the
17 same programs.

18 So, of course, I wanted this, to be able
19 to have this in our district. I can tell you that I
20 asked our board if they knew what the Iowa Basic
21 Skills were for our children in our school this
22 last -- just the last month that came through. The
23 teachers tested the kids. They pulled out all of the
24 Spanish students and all of the learning disability.
25 They took all of their scores out first. Then they

1 averaged what our school's basic skills or Iowa
2 Basics were. We were at the 35th percentile, which
3 was terrible. And our board members did not even
4 know that.

5 So I was feeling frustrated, as a parent,
6 in that area. I felt like we had something very,
7 very good; and I feel that we were denied something.
8 That we had three meetings that I know Rudy -- or
9 Mr. Pena was at where we had at least, I would say,
10 90 percent support of what we were doing. And
11 several parents coming up and speaking at this
12 meeting. And everyone there thought there was no way
13 that the board would vote this program out. I mean
14 everyone there.

15 And so when it happened, it was just like
16 we were so taken aback that we didn't know what to do
17 next. And that was why we got this petition. And we
18 got these 350 signatures.

19 MR. SWISHER: Madam Chairman, if I might:
20 I wonder how this happened to land in Glens Ferry.
21 Whose decision it was to pick a community where the
22 achievement level of the nonminority pupils was that
23 deficient, and introduce it in a place where -- a
24 community that went through a traumatic employment
25 downturn. Why Glens Ferry?

1 MS. FARRIS: We have a 30 percent
2 Hispanic population. And they have had some ESL, but
3 we need -- they need more than that. This type of
4 program would address their needs very well. But it
5 also addressed the needs of the Anglo child because
6 then they are given the opportunity to learn a second
7 language.

8 MR. SWISHER: I see the logic of it. What
9 I am looking at, if you excuse me, is the politics of
10 it. Why Glens Ferry?

11 MS. FARRIS: I know our superintendent
12 found the grant originally.

13 MS. BRUNNER: It was a national
14 competition, and they funded 17 nationally. That's
15 why it was really an honor that they got it. I think
16 they chose Glens Ferry because they did have a need
17 and it showed a commitment to this type of program.
18 Also, they selected different sites throughout the
19 country. I think they wanted to try a model in rural
20 America.

21 MR. SWISHER: That's pretty exotic for
22 rural America.

23 MS. BRUNNER: It was the only rural one
24 that was funded.

25 MR. SWISHER: The obvious question to

1 someone from southern Idaho is why not Marsing, why
2 not Wilder?

3 MS. BRUNNER: Now we are getting to the
4 root of it. There is a fantastic staff person down
5 there, Carleen Viner Smith, who is always doing
6 innovative and exciting things.

7 MR. SWISHER: Glens Ferry?

8 MS. BRUNNER: Yes. Last year she received
9 an award for an outstanding Chapter 1 program. She's
10 the one that said "I want this program."

11 MR. SWISHER: Where will she be working
12 next year?

13 MS. BRUNNER: Aberdeen.

14 MR. SWISHER: There's really nothing wrong
15 with politics. It does solve some problems. I mean
16 it does help to pay attention to community
17 sensibilities. You don't take a community that's on
18 the edge of an economic cliff and capable of being
19 shoved off by Heath Electronics closing, after the
20 railroad pulled out, after the Birds of Prey project,
21 after the air force bombing range. It's like, you
22 know, trying to sell Girl Scout cookies in Kuwait. I
23 don't understand how you wound up in Glens Ferry.

24 MS. FARRIS: Actually, they did. And
25 really --

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MR. SWISHER: Good intentions?

MS. FARRIS: Yes. And I think you may find this problem everywhere, I don't know, if you tried to do something like this. I am not sure.

MR. SWISHER: You always have the basic problem, the fear. But as to community acceptance, if people have other and imminent economic concerns and relative status concerns, and that community is introduced to this program absent some broader support, then this person you have described, even this superintendent willing to commit himself, you on your phone checking out people --

Nevertheless, if you don't have a basis -- I think of Wilder -- I have used the word politics because Phil Batt is from Wilder. In the presence of Phil Batt, something would have worked. I don't know of anybody from Glens Ferry or the eastern end of Elmore County who has ever been out there fighting for truth, light and justice. Mostly, they have been fighting for bread.

MS. FARRIS: Well, the money, the federal funds, it was approximately \$93,000 a year, would have helped our community a lot. And we needed that, too. And we felt that there was not one thing negative about what we were doing. And it would have

1 been a good model for the rest of the areas in
2 southern Idaho that could have put this in,
3 especially where there were significant Hispanic
4 populations. It would have really helped. And what
5 more we can do as parents, I don't know. Just what I
6 am doing now.

7 MR. SWISHER: Maybe Brunner can tell us
8 her prognosis for the program being transplanted into
9 a community where you don't have the tightness. My
10 wife and I stopped in the cafe, the cafe in
11 Glenns Ferry quite innocent of the fact that this
12 thing was coming to a head, and could not avoid
13 eavesdropping on it, a conversation involving it.
14 And so I have been interested ever since.

15 MS. FARRIS: Was there like -- That
16 specific place is where a lot of the negative came
17 out of. But there was one woman that would go down
18 and talk. Were you happening to hear when she was
19 down there, or were you hearing totally negative?

20 MR. SWISHER: We were down there when a
21 woman came in talking positively.

22 MS. FARRIS: Good, you heard a good one.

23 MR. SWISHER: But that obviously was not
24 the usual menu at that restaurant?

25 MS. FARRIS: No, no, no. And that's what

1 we are faced with. I would love to see this in other
2 communities, but I am heartbroken that it is not in
3 ours. And my little girl at the age of six can speak
4 Spanish and sound like she is a Spanish person. And
5 you can tell when you go into the classroom there
6 is a difference of feeling. If you ask the
7 kindergarten, the regular kindergarten teacher the
8 difference -- She's right now in the process of
9 having her kindergarten scores evaluated because she
10 feels that this class has learned more and is more
11 advanced than any that she's ever taught.

12 MR. SWISHER: It's not the end of the
13 world. Things will still happen in Glenns Ferry. I
14 would really be interested, Madam Chairman, what
15 Brunner --

16 MS. BRUNNER: I think for this particular
17 type of program, this was a new grant nationwide, and
18 they wanted to show how two-way immersion programs
19 can work. I would say that Idaho stands a very good
20 chance of getting another one after turning this
21 back. However, several districts have applied for
22 other types of bilingual programs; Wilder,
23 Twin Falls, at least five other districts.

24 But as long as you brought that up, I
25 would like to mention that there is no funding, state

1 funding for bilingual education or ESL programs.
2 These are programs that could be implemented locally.
3 You don't need a grant to do it. You can do it
4 through staffing. You just need bilingual teachers
5 and a commitment to it.

6 MR. SWISHER: English as the first
7 language is not even at the level where they are
8 ready to consider Spanish. I am probably being
9 sarcastic about it. Go ahead.

10 MS. ESQUIBEL: Are you through?

11 MS. FARRIS: Yes, unless you have any
12 questions.

13 MR. YOUREN: My name is Joseph Youren. I
14 am a new administrator. I am brand-new to the
15 administration game. This is my first year as a
16 principal of a primary school, K-3. Our school has a
17 student population of 325 as of yesterday. It
18 changes every day. We have had as many as 115
19 students who classify migrant status move through our
20 building at one time or another. Our student
21 population in this attendance zone is approximately
22 40 percent Hispanic.

23 MR. SWISHER: Can you project your voice a
24 little more? Some of us are of an age where we can't
25 hear grade school principals.

1 MR. YOUREN: You are probably fortunate
2 in that.

3 MR. PENA: Discipline us.

4 MR. YOUREN: As I say, I am very new to
5 the administration game. I am also new to the Magic
6 Valley. I have only been down here with my family
7 for about nine months. I have to, as a disclaimer,
8 indicate that my views are my own. I do not attempt
9 or pretend to speak for our community, for the area,
10 for my district or anyone else. I am not capable of
11 speaking for all principals. I will happily give my
12 own opinions, however. My views are simply personal
13 opinions and should be treated as such.

14 As I gain experience with administration,
15 I become more and more aware of the fact it's much
16 easier to describe problems than it is to offer
17 solutions. So I will probably rehash some of the
18 problems without offering very much help. I would
19 agree with Superintendent Evans that our problems
20 with education as it relates to our dropout rate is a
21 direct outcome of the experiences that children have
22 in schools. Successful children, successful students
23 do not drop out. Students who repeatedly experience
24 failure do.

25 We must begin with a fundamental change

1 in our perception of our Hispanic community and the
2 migrant populations. Our society and the educational
3 community in particular seem to lose sight of the
4 fact that these two terms, migrant and Hispanic, are
5 not necessarily interchangeable. Both populations
6 exist, both populations are real. They are essential
7 and contributing components to our society.

8 But oftentimes in education, because we
9 do have migrant funding which comes from the federal
10 offices, that we then in implementing those programs
11 have done all we need to for our Hispanic population,
12 and that is not true. We must make certain that all
13 students come to school ready to learn.

14 This comes to our attention in two ways.
15 First, it's difficult to any child to learn if his
16 basic physical needs have not been met. Affordable
17 housing is needed to allow Hispanic families basic
18 dignity and comfort that comes from having a home.
19 Children who must sleep on floors or in garages are
20 not well rested and not ready to learn. Four-room
21 housing for two or three families does not allow for
22 study or learning at home.

23 Parental involvement is difficult in both
24 cases if parents must work, and many of our parents
25 must work more than one job. Affordable medical care

1 is not available, at least not to the degree that is
2 needed. Hunger in our area, generally, however, is
3 not found to be a major problem. Housing and medical
4 care can and should be addressed by the federal
5 level. We do have programs in place to do that.

6 Early childhood education is probably the
7 strongest area of our efforts to assist the Hispanic
8 population. Head Start programs and programs modeled
9 after those offer tremendous advantages to those
10 students who can participate. Because it has been
11 proven to work, it should be expanded.

12 I agree with Mr. Byrd. A problem that we
13 face in our building is that in the public school
14 system using English as the only acceptable language
15 of instruction can then result in problems for our
16 families. The children learn English in an English
17 only environment. They can become convinced that
18 Spanish is somehow inferior. This can lead to
19 neglect or avoid the first language of their family.
20 They can then become alienated from families.

21 Spanish speaking teachers are needed
22 desperately. I would agree that our Spanish speaking
23 aides are probably our first source for Spanish
24 speaking teachers if we come up with the funding and
25 programs to encourage them to become teachers.

1 We have some structural props, relying on
2 the old nine-month school calendar, that shut down
3 the majority of the educational delivery systems that
4 are available to students.

5 MR. SWISHER: Would you say that again
6 about the nine-month program.

7 MR. YOUREN: I say relying on the old
8 nine-month school calendar effectively shuts --
9 Summer schools that do exist are generally run by
10 migrant organizations or funded through migrant
11 funds. But that re-emphasizes the separateness of
12 the migrant students, and again it allows people to
13 assume that all of the needs of all of our students
14 are being addressed simply because a small, separate
15 program has been put into place.

16 Year-round schools would offer more
17 flexibility for our students and provide greater
18 opportunities for continuous progress. It would help
19 us to avoid the pitfalls of retention which have been
20 shown to be a serious contributing factor to at risk
21 behavior and dropout rates.

22 Relying on graded school systems,
23 particularly at the primary level, forces teachers
24 and administrators into pass/fail decisions without
25 any acceptable alternative. Ungraded schools would

1 allow for more appropriate individual placement and
2 instruction and decision making. Such systems are
3 fortunately becoming more common.

4 In terms of solutions, I can only offer
5 general advice. Reforms that truly effect changes
6 are those that affect the classrooms individually.
7 Top down direction, regulation and guidelines can
8 help, but they generally do not produce meaningful
9 change. Reforms that affect or support the
10 membership of the classroom community can and will
11 produce desired results.

12 I would suggest that the Hispanic
13 commission's report or the task force's report is an
14 example of grass roots movement and can effect
15 change. We must encourage Hispanics to become
16 involved in education at every level; but in
17 particular, we need Spanish teachers who are literate
18 in both languages and can provide appropriate role
19 models for all students.

20 I would suggest, perhaps, that emphasis
21 being placed on choice and national standardized
22 testing are misguided at best, and are likely to
23 result in disaster. The concept of choice of schools
24 will erode support for public schools. It can also
25 lead to stratification by economic class and a

1 widening gap between the educational haves and
2 have nots.

3 American students right now are probably
4 the most overly tested students in the world. The
5 time and resources wasted on standardized tests are
6 at once incredible and irreplaceable. Standardized
7 tests have never been shown to increase student
8 achievement, and adding another layer at the national
9 level is simply producing another round of education
10 bashing and inflammatory rhetoric.

11 In conclusion, I repeat, I know that it's
12 much easier to describe problems than it is to offer
13 solutions, and my opinion is all my own. They are
14 not intended to represent anyone but myself.

15 MR. SWISHER: You could become quite a
16 voice in school policy if you would learn to use your
17 voice.

18 MR. YOUREN: In my background with junior
19 high school students, I find the lower you modulate,
20 the more attention you draw.

21 MR. SWISHER: Not true with adults.

22 MR. YOUREN: That's what I am finding
23 out.

24 MR. SWISHER: They have different things
25 in mind at puberty than we have.

1 MR. YOUREN: True enough.

2 MS. CHAVOLLA: Irene Chavolla. I am a
3 teacher. I am here to address problems that I see
4 when Hispanic children come into the school. A lot
5 of the problems that the children face, and this is
6 really common, is the low income. As Joe stated
7 before, the housing. Sometimes when we have the
8 parents and we ask them at parent/teacher conference
9 to please help them with homework, they don't really
10 have a place of their own to sleep, much less a place
11 where they can sit down and do homework. Housing is
12 one of the problems they face.

13 Another one of the problems that they
14 face is the food. They don't have adequate food to
15 do -- In school, sometimes we talk about the four
16 basic food groups. Well, if you are poor and you are
17 Hispanic, you are lucky just to eat tortillas and
18 beans in the morning. So when we talk about that,
19 immediately we are telling the children, the Hispanic
20 children "your food isn't good enough." You know,
21 they get all these negative feelings from us.

22 Another thing we do is the clothing. I
23 think a lot of the migrant children, a lot of the
24 Hispanic children when they come to school, they are
25 not in their -- oh, I don't know, their designer

1 clothes, and so that's immediately another negative
2 that they see. Most of the Hispanic children, when
3 they first enter school, they haven't had a lot of
4 the experiences that other children have had. A lot
5 of the children that we get in the Idaho Falls area
6 or in the Idaho area are migrant children, so they
7 have had a lot to do, they have moved around and they
8 have worked a lot. But they haven't had time to go
9 like say to visit the zoo or go spend a week even at
10 Yellowstone Park or maybe gone to the Lagoon.

11 So when we talk about all those
12 activities and all those things in the classroom,
13 immediately they shut us off because they view that
14 as "gee, maybe I am not supposed to be here or maybe
15 I am not as good as the other person sitting next to
16 me, I haven't had those experiences." So we as
17 teachers feed all these negatives things into the
18 children without realizing that we are doing it to
19 them.

20 Another one of the things is language.
21 The children that are in my classroom are really
22 fortunate, because I speak Spanish. I can say to
23 them "good morning" in Spanish and comfort them. The
24 teacher across the hall from me doesn't speak
25 Spanish, and that's unfortunate. We don't have, in

1 our school, we don't have anybody who really helps
2 the children. So if they go in and they don't speak
3 English, they get the migrant tutor three times a
4 week for 20 minutes, which is nothing. The rest of
5 the time, that child is sitting in the classroom
6 getting absolutely nothing. So then again the child
7 is getting negative feelings about speaking Spanish
8 and not knowing English.

9 Another one is the cultural differences.
10 One of the cultural differences is the home life.
11 It's really common in the Hispanic home life that if
12 a child is sick, then the older child stays home and
13 helps the mother take care of that sick child. Or
14 the mother has a doctor's appointment, it is real
15 common to keep the fourth grader home so that she's
16 the babysitter. And when that child goes back to
17 school and says to the teacher, "I didn't come to
18 school yesterday because my little brother was sick
19 and my mom had to run him to the doctor and I stayed
20 home with my brother," the teacher views that as
21 maybe the parents don't really care about education,
22 what's wrong with them, why didn't they get a
23 babysitter.

24 But that's one of the cultural
25 differences. When everybody talks about cultural

1 awareness, that's a cultural awareness. It isn't
2 eating tacos, it isn't eating enchiladas, this is
3 talking about this is home life. This is the way if
4 you are an Hispanic, your home life is important and
5 you have strong family ties. That's something that
6 is part of the cultural awareness.

7 One of the things that the Hispanic
8 children and the migrant children bring to school
9 when they come to school is they are really dependent
10 on their parents. I think a lot of Hispanic mothers
11 do this. They get -- you get up in the morning and
12 you help your kids and you feed them and you dress
13 them. And in the Anglo society, the sooner you can
14 put your shoes on and the sooner you can be
15 independent, that's the best thing.

16 Well, a lot of the Hispanic children come
17 to school and they are so dependent, and immediately
18 that's viewed as negative. They are dependent, and
19 so they don't know how to do a lot of the things.
20 And they depend on the classroom teacher to walk over
21 and say to them, "do this, do this." And the teacher
22 sees it as a real negative, rather as seeing it as a
23 positive.

24 Because I even notice like in my
25 classroom when I taught kindergarten, my Anglo kids

1 would walk in and go to centers. I had to walk over
2 to my Hispanics and say "go to this center, what
3 would you like to choose." That's part of the
4 culture. It wasn't that they didn't know how to do
5 it. I had to okay it with them that they could do
6 it. That's another one of the cultural differences
7 that we have.

8 I guess my bottom line is that a lot of
9 the things that the children encounter when they come
10 to school are all cultural differences. Unless
11 teachers start realizing and start working with these
12 different cultural differences, we are always going
13 to be viewing the Hispanic children or the migrant
14 children as being negative because they don't do it
15 the American way.

16 And I think that we as classroom teachers
17 do that a lot, too. Without saying it to them, we
18 tell them, you know. We do little things like, "Oh,
19 get to a center, what's wrong with you, why aren't
20 you there already." Another thing we do is when we
21 say "Oh, you haven't been to the zoo?" And you don't
22 mean to, but I think that they view it as a negative.
23 So we have to be aware.

24 I think that I am very aware of it
25 because I did grow up Hispanic, but I see other

1 teachers in my building doing it. I don't think that
2 they mean to do it, or nobody has ever pointed that
3 out to them. Unless somebody sits down and has a
4 training with them, they are not going to view it as
5 being negative. But some of those are problems that
6 I see.

7 MS. ESQUIBEL: Would you identify what
8 school you work with?

9 MS. CHAVOLLA: I work with School District
10 91, Idaho Falls. And I work at Emerson.

11 MR. PENA: I have some questions. In
12 each one of your school districts, how many Hispanic
13 teachers are in your school districts?

14 MS. CHAVOLLA: I haven't been in Idaho Falls
15 that long. I think that I am the only Hispanic
16 teacher in Idaho Falls.

17 MR. PENA: Mr. Youren?

18 MR. YOUREN: In my building, out of 15,
19 we have only 1 Hispanic teacher. I would say out of
20 our 6 elementary schools, that's probably common.
21 The secondary and the high school level, I am not
22 experienced enough to speak to it.

23 MS. FARRIS: We have none, except for the
24 kindergarten teacher that is bilingual, right now.
25 And we have no more. We have some Hispanic aides.

1 MR. PENA: Mrs. Chavolla, you are
2 sharing with us some really important aspects of how
3 particularly a Hispanic views the cultural things.
4 Is there any of this activity going on in light of
5 what I read about Idaho Falls and everything that's
6 involved? Is there activity going on, let's say, you
7 sharing that kind of information or somebody sharing
8 that kind of information with other teachers in the
9 school district?

10 MS. CHAVOLLA: No, not that I am aware of.
11 I know my principal is really supportive, and he
12 has -- And I have shared some of the things in our
13 building. But other than out of the building, no.
14 And I know that we have had a lot of cultural
15 problems in Idaho Falls lately.

16 MR. PENA: That's a good way to term
17 them, cultural problems.

18 MS. ESQUIBEL: Irene, you have taught in
19 other school districts. How do you see that?

20 MS. CHAVOLLA: I taught in Cassia County
21 for ten years. These are some of the same problems.
22 I think Hispanic children come to school with
23 basically the same problems, a lot of the cultural
24 differences.

25 MR. SWISHER: Was the school

1 administration in the Burley, Heyburn area more
2 sensitive to those problems by the time you left than
3 when you started?

4 MS. CHAVOLLA: Yes, they are. And I think
5 because they had -- they have had a lot more training
6 and a lot more dealing with bilingual education and
7 ESL and working with limited English speakers than I
8 think the Idaho Falls School District has. I don't
9 think they have as strong a program as the Burley
10 district had.

11 MR. SWISHER: The Hispanic population
12 around Idaho Falls tends to be down in the Shelly or
13 Firth schools, historically? Is that the feeling you
14 get?

15 MS. CHAVOLLA: Idaho Falls actually has two
16 districts, District 91 and 93. I teach in 91, where
17 they don't really have a lot of migrant children.
18 Although, we do. In my school, we had 6 at the
19 beginning of the school year who didn't speak
20 English.

21 MR. SWISHER: The migrants are becoming a
22 little urban in Idaho Falls?

23 MS. CHAVOLLA: They are. And in Bush
24 Elementary, which is another school, they actually
25 have about 15 who are limited English speakers.

1 MR. SWISHER: Madam Chairman, thank you.

2 MR. PENA: In lieu of what I am hearing
3 here, a lot of it sounds like cultural awareness is a
4 big issue that has come out in this thing and this
5 report. Looking at that, how do you see Anita's role
6 in that whole process in working with the school
7 districts and getting that kind of thing rolling?
8 What kind of help do you need?

9 MR. YOUREN: At a building level, the
10 school building level where you can effect the most
11 change, you need personnel. Personnel are expensive.
12 They are also difficult to find. It takes a
13 tremendous effort to recruit truly bilingual people.
14 And unfortunately, our role as building
15 administrators does not allow us, for example, travel
16 to the areas where bilingual people would be more
17 likely to be found.

18 Our district happens to recruit at job
19 fairs or career days at universities, but those will
20 typically be in Utah or Montana. Bilingual people
21 are not common in either site. From a state level, I
22 really don't know what to suggest. They can assist
23 with staff development projects, with staff
24 development leadership; but I know, without funding,
25 that's simply not possible. And there is no funding

1 at the state level for bilingual education.

2 MR. SWISHER: What if you were able to
3 reach the people who are in the community and are in
4 the Spanish community as a subset of the Rupert
5 community who do other things and who could be
6 somehow involved with the school? I am not talking
7 about the formal trained teacher who felt so
8 threatened in Glens Ferry. I am talking about the
9 people who have been used in other circumstances, in
10 other states and with other people.

11 The introduction of -- just doing the
12 equivalent of what the good old Anglo PTA, for
13 heavens sakes, was doing for half a century. Get
14 models around that school building, get people who
15 are Hispanic involved in some fashion. You referred
16 to yourself as being a principal, and therefore as a
17 building administrator. I agree that's what
18 principals are now. And if you had some kind of
19 involvement -- Let me come at it from a side angle.
20 I was shocked at seeing a survey conducted by the
21 US West telephone people to find out how they could
22 better use telephone technology to support the
23 schools. And those classroom teachers you supervise
24 as a principal, as the boss or the superintendent,
25 had to write on the form. There was no place to put

1 it. There was no such blank. And about 30 percent
2 of those teachers said, "I want a phone in my room.
3 I want to be able to contact this kid's parents."

4 That's what that meant. "I want to be
5 able to talk to the bus driver if the kid wasn't on
6 the bus. I want to be able to do this, can I help do
7 that." And the teacher way down here at the bottom
8 of the system is not allowed access to the phone.
9 There's better access to the restrooms than the
10 telephone in the average school. And that's because
11 you are in charge of building maintenance. But isn't
12 there a way, when we attack this problem -- the
13 answer is not a formal response back up through the
14 State Board of Education to get some damn dean of the
15 College of Education to set up a new curriculum in
16 one of the campuses after fighting with the other
17 three over who gets it. That's not the answer, is
18 it?

19 MR. YOUREN: I agree with you completely.
20 That's what I was alluding to when I said the only
21 real change is going to take place in the classroom
22 level. When you start to address that classroom
23 membership issue of who sits in that class, who
24 directs that class. And then classroom support
25 issues which you are talking about now. Unless those

1 things are addressed, change will not occur.

2 Now, in terms of parental involvement and
3 community involvement, I can only speak for our own
4 efforts. We have made limited gains in parental
5 involvement with our Hispanic community, and our
6 largest vehicle with that was through translation, to
7 begin translating our paper and print into both
8 languages. That is a very slow process for us when
9 we have only three people in the building that are
10 fluent in Spanish. It's a very slow process for us
11 to translate that avalanche of paper into both
12 languages. We feel like we have made progress, but I
13 would estimate we probably translate only 30 percent.
14 So fully 70 percent --

15 MR. SWISHER: You are doing them a favor.
16 30 percent is about right. The rest of it's garbage.

17 MR. YOUREN: I don't feel that we could
18 rest on our laurels and say we have done them a favor
19 by performing at that level. I still find that
20 unacceptable performance level. In dealing with
21 parental involvement and individuals, what we are
22 finding is it's extremely difficult for our parents
23 to become physically and personally involved in our
24 school system because they do face such tremendous
25 economic needs of their own. Most of them are shift

1 workers. Their shifts do not necessarily coincide
2 with our hours. As I said, many of them work more
3 than one job. So as far as going out in the
4 community and inviting experts in, it's not as easy
5 as we'd like to be involved.

6 MR. SWISHER: Whoa. Get this disinvolved
7 for a moment. Isn't what you said about the school
8 year, the nine-month structure getting in the way,
9 isn't that true of the school schedule in general?

10 MR. YOUREN: True, yes.

11 MR. SWISHER: In other words, the fact
12 that they are shift workers should not preclude them
13 from contact with the schools?

14 MR. YOUREN: No, it should not.

15 MR. SWISHER: That's our mind set. The
16 schools have always run from 8:00 to whatever.

17 MR. YOUREN: A cultural bias, a
18 structural organization set up to put hurdles in
19 their way, to make it more difficult to do what
20 should be done. You are right.

21 MR. SWISHER: Thank you. That's all I
22 have.

23 MR. WILSON: Let me ask a question to
24 anyone. I find it very disturbing that when you have
25 a community, you have one teacher, you have parents

1 out there that have both languages, Spanish and
2 English, that no one is going out, utilizing these
3 people to come in and talk to the instructors of the
4 schools, the teachers, and telling them -- explaining
5 to them the culture, the background concerning this
6 group of people, the way of life.

7 You know, this is very disturbing. This
8 is no money involved. All these things that we find
9 that you have here, this is going to take time, this
10 is going to take money, it's going to be a lot of
11 opposition against this. It's probably going to come
12 to pass, but over a great period of time. But when
13 you can go out and get -- utilize the people and
14 those who are in positions that can, as a principal,
15 can direct and say, "Well, okay, I am going to have
16 an hour a day that all the instructors here, they
17 will attend this meeting, and I will bring this
18 person in and help them to sit and talk to them."
19 Make it mandatory. Because, you know, you have got
20 to start with those instructors.

21 I don't say that has to be the first, the
22 beginning, but you are going to have to enlighten
23 them, to get them knowledgeable to some degree of who
24 they are dealing with, you see. And how to reach
25 that person. And these are things that can be done

1 without money. You know, I say these things. You
2 may not know it, but I am a minority, and --

3 MR. SWISHER: Are you Mormon?

4 MR. WILSON: You see, you have all kinds
5 of different cultural situations out here. People
6 will look at me and things that come to their mind is
7 chitlins and black-eyed peas; but they don't realize
8 down in the state of South Carolina, they have a
9 chitlin contest every year, and blacks of half of
10 America are not involved in it, they are just
11 strictly whites, you know.

12 But it just depends on where you are
13 located. So what I am saying is this: That I really
14 think that some strong emphasis ought to be placed in
15 getting people within the local community that is
16 capable to come in to the school system and talk to
17 the instructors, you see. I really believe this.

18 MS. ESQUIBEL: Joe, what percentage of your
19 enrollment is Hispanic?

20 MR. YOUREN: The enrollment in my
21 building? Between 40 and 50 percent. With the
22 district, I do not know. My building has a higher
23 percentage than the rest of the districts simply
24 because of our attendance zone.

25 MS. ESQUIBEL: Are all those needs

1 attempted to be met by this one bilingual, bicultural
2 person on staff?

3 MR. YOUREN: We have made -- we increased
4 the number of Hispanics on our staff. We have not
5 been able to add a Hispanic certified teacher, but we
6 have added two Hispanic aides, two bilingual aides to
7 supplement the offerings that we can. They are, you
8 know, the life blood of what we can provide for that
9 population. They can and will be expected to
10 probably lead our efforts in cultural awareness. It
11 has to be done.

12 MR. PENA: Mrs. Farris, check this
13 perception out. Then I'd like you to respond to it.
14 What I saw at Glens Ferry was a different kind of
15 cultural awareness. Maybe a perception from a
16 nonminority side. I looked at, and what I saw were
17 two groups of people, you know, the minority, the
18 Hispanic, and the nonHispanic that were becoming
19 really involved, really targeting themselves and
20 devoting themselves to supporting not only this
21 program, but it seemed supporting each other and
22 their children.

23 And I found, you know, it was really
24 tremendous, dynamic, that was going on between both
25 communities. A lot of dialogue, sitting together in

1 the audience, you know. Which is much different than
2 I have seen when we go to address an issue that deals
3 with racism in any other community. Did you see that
4 kind of thing, and how did that get to be?

5 MS. FARRIS: Yes. And I feel that that
6 is -- the parents and a lot of the people in the
7 community aren't prejudiced. The people that someone
8 wanted to listen to are, that the board wanted to
9 listen to, is what I felt. So the people that you
10 saw at the meetings that you came to were people that
11 weren't, that did want to do this type of thing for
12 the children in their community. And that was really
13 discouraging.

14 They say they want parental involvement.
15 They formed a committee that I was put on by the
16 superintendent; and formed a committee, and that
17 committee recommended to continue this program. They
18 claimed they want parental involvement. When a
19 committee advises that you continue something and
20 they discontinue it, do they really want parental
21 involvement? I mean that's how, as a parent, we were
22 left to feel after this took place.

23 And I do think that definitely the
24 meetings that you went to, there were -- a lot of
25 progress was made just in people that maybe didn't

1 really understand things about the Hispanic students.
2 Remember the four college students that -- Hispanic
3 students that spoke? I think that a lot of people's
4 minds were opened at that time to what they went
5 through when they were placed into the school system,
6 and how hard it was for them, and how much better it
7 would have been had we had something like we were
8 trying to get.

9 And that was a really upsetting thing to
10 have happen. And especially for the Hispanic people.
11 Especially. But there is -- I think there are a lot
12 of good people in Glens Ferry, and that -- a lot of
13 good people that feel this would have really
14 benefited our community, plus the whole state of
15 Idaho. And are really upset that it's gone.

16 MR. SWISHER: If the same thing were
17 attempted in any community, you would get the same
18 response, the same phenomena. Get past that racist
19 or self-centered way of looking at the rest of the
20 universe. I am just terribly sorry that it happened
21 to you. I suspect if it had landed elsewhere, if
22 that talented person who was able to cut the federal
23 purse and get money out of it had been elsewhere,
24 where you didn't have the threat of a shrinking urban
25 blue collar core community; you know, those hangups,

1 if that had not been the problem, then it would have
2 been easier to transfer success from a Wilder or
3 Homedale or a Marsing or the north side of Nampa or
4 the east end of Caldwell into another setting.
5 Wherever you would attempt something like that and
6 you had real bucks, which are hard to get today, you
7 would have some success.

8 MR. PENA: Anita can address this. I
9 don't know what community you'd move it to, is the
10 first question. How many successful bilingual
11 programs in the state -- how many programs, bilingual
12 programs in the state of Idaho; and how many
13 successful ones have we had, in your perception?

14 MS. BRUNNER: Are you saying federally
15 funded?

16 MR. PENA: Unless you have got state
17 funded ones.

18 MS. BRUNNER: Blackfoot had one a couple
19 years ago, and it did pick up their teacher. Again,
20 it was a transitional bilingual program, it wasn't
21 this type of program. It was a bilingual resource
22 teacher who worked on a limited basis with students.
23 Then they received ESL instruction. It was that type
24 of bilingual program.

25 MR. PENA: It's still there?

1 MS. BRUNNER: Yes, the district picked it
2 up after federal funds left. Basically, every
3 district, they really have more of an ESL emphasis
4 because their bilingual personnel are limited to
5 paraprofessionals who provide some clarification.

6 MR. PENA: How many federally funded
7 bilingual education programs exist in this state?
8 You know, exist that were funded back way when, from
9 the beginning, in the bilingual education still exist
10 now in the original concept? I guess my point is --

11 MR. SWISHER: Are you talking about the
12 Great Society, when a shovel was taken and money was
13 thrown out in the street? We are talking 1991.

14 MR. PENA: What I see here, you know,
15 is going back to even before 1991, some of the
16 concepts and attitudes here are something that are
17 even before. That even before the sixties. They are
18 still in here. And I don't think 1991 makes any damn
19 bit of difference, who funds what or where it goes.
20 It's just an experiment that people were trying to
21 do, get in and penetrate some of the school
22 districts. But the issue is racism. How do you deal
23 with that?

24 MR. SWISHER: I think you try to pick a
25 place where you can count on some success. I say

1 that the problems in Glenns Ferry were problems that
2 caused racism to explode. They are always economic.
3 When people are driven to active bigotry instead of
4 just dumb, I will call it, shanty Irish bigotry, when
5 they are driven to it, they are driven to it by an
6 economic threat. You don't take a community that is
7 sitting on a precipice, that was a blue collar
8 community with a migrant camp outside its historic
9 boundaries and then try to win there. I say you try
10 to win.

11 I am terribly sad that the thing didn't
12 work, Rudy. But I am saying that if the game is to
13 win, then you don't allow people's other concerns;
14 whether Heath Electronics will live, whether they
15 will ever see a railroad locomotive again, whether
16 Glenns Ferry is going to live or die. That's not the
17 place.

18 MR. PENA: Maybe what you are alluding
19 to is state direction needs to be looked at versus
20 local control? I agree in that sense. But I don't
21 know what kind of direction the state is giving to
22 look at those kinds of things to make successful
23 programs in the state.

24 MR. SWISHER: Historically, virtually
25 none.

1 MS. BRUNNER: Those grants are available
2 every year, and every year we provide training on
3 applying for them. Increasingly, districts are
4 choosing to apply. Now, Glens Ferry was one of the
5 first ones in a long time to do it, but this year
6 five did. Caldwell was not one of them. Nampa was
7 one, Twin was one, Burley.

8 MS. FARRIS: And you must realize that it
9 was the superintendent that really did not understand
10 what he was applying for. He did not understand.

11 MR. SWISHER: That's an oxymoron. That's
12 a superintendent.

13 MS. FARRIS: And he applied for it, he
14 signed the grant. They implemented the program.
15 Because two teachers were not going to allow that to
16 happen in their school, that is why it's gone. But
17 we could -- The superintendent and the board did put
18 the program in. But then the teachers were very
19 upset that it went in.

20 The special services director that wrote
21 for the grant really does recognize the needs that
22 those children have. And it was something that would
23 have benefited them. You know, I don't know what we
24 will do. I don't know how we will end up now. We
25 are just going to be in the same, same mode that we

1 have been in for the last 15 or 20 years.

2 MR. SWISHER: Probably not. I bet not.

3 MS. FARRIS: Hopefully, it's opened some
4 eyes and we are heading for a brighter future.

5 MS. CHAVOLLA: I wanted to address what
6 Mr. Wilson asked about the parents coming. As a
7 classroom teacher, I am Hispanic, so I welcome when
8 parents come and tell me, "Listen, this is the way it
9 is in my family." I don't think that my mother could
10 have gone over to my third grade teacher and said,
11 "Listen, I am a Mexican and this is the way we do it
12 at my house," because her immediate reaction would
13 have been, "By golly, you change it, this is
14 America."

15 MR. WILSON: You misinterpret what I was
16 saying. I wasn't saying --

17 MS. CHAVOLLA: You can't go and say "this
18 is the way we do it."

19 MR. WILSON: I am not saying come in and
20 go through the ABCs and say this is the way we do it.
21 We were saying give some historical background of the
22 cultural, living conditions, the aspects of life with
23 a certain group of people. This is what I was
24 saying. You get somebody -- Not just every person.
25 Just because of that nationality of that race doesn't

1 mean to say they can pass on information. But there
2 is somebody out there in that community, there are
3 some key people who are able to come in and give a
4 presentation that would be worthwhile, and I am
5 saying utilize -- why not utilize those people, you
6 see. But not --

7 MS. CHAVOLLA: And the INEL does do that.
8 They have a cultural awareness.

9 MR. WILSON: I'd like to add to this: We
10 have groups -- you know, in these publications, they
11 refer to the migrant council and various other
12 councils. You know, it's disturbing to me that why
13 haven't some of these organizations taken on their
14 own and say, "Look, this is one of our objectives, we
15 are going to go to the school system, go to this
16 public school and bring in people and say will you
17 allow us to give you -- to bring someone to talk to
18 you, to your instructors. You know, to be a leader
19 in this." This is disturbing to me.

20 MS. ESQUIBEL: It's 12:30. Let's meet back
21 here at 1:30.

22

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(Noon recess.)

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REPORTER'S CERTIFICATE

STATE OF IDAHO)
) SS
County of Twin Falls)

I, LINDA LEDBETTER, a Notary Public and
Certified Shorthand Reporter in and for the state of
Idaho, do hereby certify:

That said hearing was taken down by me in
shorthand at the time and place therein named, and
thereafter reduced to print under my direction; and
that the foregoing transcript contains a full, true
and verbatim record of the said hearing.

I further certify that I have no interest in
the event of the action.

WITNESS my hand and seal this 22nd
day of May, 1991.

Linda Ledbetter
Linda Ledbetter, Notary Public
in and for the State of Idaho

My commission expires 10/12/94