

PUBLIC COMMUNITY FORUM  
UNITED STATES COMMISSION ON CIVIL RIGHTS  
IDAHO ADVISORY COMMITTEE  
VOLUME 2

May 15, 1991

2:00 p.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

CCR  
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Meet.  
344  
v.2

**MAGIC VALLEY REPORTERS**

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Reported by Linda Ledbetter CSB, CP, CM

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1 MS. ESQUIBEL: Shall we call this meeting  
2 to order. We are going to go ahead and proceed with  
3 Becky Otero, Idaho Education Association, the  
4 National Education Association. And we will use the  
5 same format that we did this morning. Identify  
6 yourself and who you represent.

7 MS. OTERO: My name is Becky Otero, I am  
8 from Pocatello, and I represent myself. I am a  
9 member of the Idaho Education Association, as well as  
10 the National Education Association, but I am not the  
11 spokesperson for them at this time. But I can tell  
12 you about their organization, how it runs, what we  
13 are trying to do, some of our goals.

14 And I will give you a little bit of  
15 perspective of the IEA. We are a -- we have  
16 subcommittees on our state organization. One deals  
17 with membership, leadership. One deals with  
18 professional development. I was on the committee  
19 called the NRR, which was negotiations, rights and  
20 research. There's another group that some people  
21 know quite well, and that's PACE, the political  
22 action.

23 So we have all these different avenues of  
24 interest that we serve. Mine was on rights. But  
25 because we were spending so much time with

1 negotiations and research, the area of rights was not  
2 being addressed as well as we wanted it to be.  
3 Therefore, we through lobbying, through discussions,  
4 through a little bit of bickering came up with the  
5 human and civil rights group, which I am a member of.  
6 And I am now off of that and will be a board member  
7 for the state organization.

8           The human and civil rights group does not  
9 deal with Hispanic issues per se. It deals with a  
10 variety of issues and concerns that we will be  
11 finding in education. The reason I became part of  
12 that association is because going through the system  
13 of the public schools, going through the system of  
14 negative education until I could bring myself up to  
15 enjoy education was something that I always thought  
16 that as I grew older -- and I am older -- that would  
17 not happen to my children.

18           So that's why I got involved. I never,  
19 never really focused on becoming a teacher. But the  
20 fact that I wanted to work with children. And so  
21 that's where I am at right now, that's my allegiance,  
22 is to the children. In Pocatello, there's not  
23 really -- and that's where I am based, in  
24 Pocatello -- there's not really a concerted effort of  
25 Hispanic issues. And I think the reason for that is

1 because we are not like Aberdeen or American Falls or  
2 Blackfoot where there's groups of Hispanics that are  
3 located in one central location.

4           Rather, in Pocatello, we have a variety  
5 of students from -- you know, that are stretched out  
6 within the city. However, we feel -- you know, we  
7 are hit with the same issues, prejudice. Not getting  
8 equalized schooling. You may say, well, what do you  
9 mean by that. Well, the fact that I can go to public  
10 school, but as a child I was never told or given the  
11 opportunity to take more advanced classes because  
12 what was I going to do with it, anyway. I was just  
13 going to get married and have eight kids, and that  
14 was going to be the end of it.

15           Well, I am not that kind of person. I  
16 love kids, I have two of my own. But my need was to  
17 educate those who had educated me. And part of that  
18 is that there was some sensitivity issues that they  
19 should have been aware of. The fact of one of my  
20 principals saying to me, "Beck, at the breakfast  
21 table, we sit down and we talk about education." I  
22 said, "Hey, that's fine for you. When you have a  
23 family of eight children and you are going out to hoe  
24 beets and there's no bathroom facilities, there's no  
25 shed, there's not any type of protection, the

1 furthest thing from your mind is how was your school  
2 day today." It doesn't mean that you are not  
3 interested in education, but hey, let's be realistic  
4 about it.

5 Or the issue of the fact that English is  
6 spoken here, you will speak English. You know, never  
7 an enrichment or what do you have to offer me, rather  
8 than you will learn, and this is the method by which  
9 you will learn. The fact of the culture -- or all of  
10 the sudden being very important to the school when  
11 all of the sudden there was a unit on Mexico and they  
12 needed tortillas and beans, and my mom was called,  
13 okay. Never the fact that during PTA when there was  
14 meetings, of the need of having a person from my  
15 background being part of that representation. Those  
16 kind of issues. Because of those kind of situations  
17 which I grew up, I felt that I had to go and make  
18 some kind of a change.

19 I am a teacher, I have been teaching for  
20 16 years. I have a Master's degree. I am working on  
21 my administrative certificate. I have a goal, and my  
22 goal is that I get into the school as administrator  
23 so I can make some changes that will benefit both  
24 groups of people. And, too, the fact that in my  
25 experience as a teacher, I have spoken to groups. I

1 presented -- I testified at the Human and Civil  
2 Rights Commission in about September of 1989, and I  
3 did speak to them about the fact that on a state  
4 level we need to start having classes that dealt with  
5 sensitivity issues, the fact that we needed more role  
6 models.

7 I have been the only Hispanic teacher in  
8 Pocatello for 16 years. Yet when there's a problem  
9 dealing -- the only time I have been called in is  
10 when all of the sudden they are disciplining a  
11 Hispanic student and all of the sudden they want to  
12 make sure there's somebody there to represent.  
13 Never, never for the positiveness, okay.

14 Yet how did I become a teacher if I  
15 didn't have some good, positive feedback? I got that  
16 once I got into junior high and started developing  
17 and having my own goals, even at that point, okay.  
18 But there are problems there. I think we kind of get  
19 into the habit of thinking two ways about somebody  
20 like me. One, you should be the silent minority and  
21 stay there. We are token and you should be happy  
22 that you have a job.

23 And two, you are much too aggressive,  
24 Becky. You are offending people. Well, it's about  
25 time they are offended. It's about time you are

1       offended. And it's about time that you understand  
2       that on demographics the Hispanic population is  
3       growing. Whether you believe in English as a second  
4       language, bilingual education, is not a choice that  
5       you are going to have. You are going to be hit with  
6       it. The sooner you start thinking progressively, the  
7       sooner you can make some good changes.

8                 Whoever said that being monolingual gives  
9       you the basic -- best basic background in education?  
10      In view of economics, I went to an economics seminar,  
11      and it was the funniest thing, because in Spain -- I  
12      don't know the maker, the corporation, but there was  
13      a car called Nova that they were selling in Spain,  
14      and they lost billions of money.

15                Here they had these high-priced people,  
16      experts, and they couldn't sell it. They finally  
17      went to some of the people and said, "Well, how come  
18      we are losing so much money on our Nova? It's a good  
19      car." The guy turned around and said, "Who wants a  
20      car that no va, who wants a car that no goes? Who is  
21      going to buy that car?" So it's hurting us  
22      economically, too.

23                In my curriculum, I have to teach so many  
24      subject areas, but I really try to teach some Spanish  
25      to my kids. I teach in a classroom which is



1 predominantly Caucasian, Anglo. But I have heard and  
2 I have been worried about some remarks I have heard.  
3 One has been where I am on a state level, I meet  
4 people from different areas. I have met with other  
5 Hispanic teachers who have said, "Becky, I am in a  
6 bilingual classroom, however, I want to transfer to  
7 another classroom. And I can't because they think I  
8 can only teach to Mexican students now. So they are  
9 pulling me back there."

10 I have a situation where there's a sixth  
11 grade position open and I want it so I can get my  
12 administrative certificate, and it's a case of "well,  
13 let's open it. That's right, that's okay." But how  
14 are you going to get those role models if you don't  
15 give those people the ability to go and get the  
16 experience? Okay. How are you going to put more  
17 people in the classrooms if you don't give them the  
18 opportunity to go get the experience?

19 One of the problems we are facing on a  
20 national level, whether it's NEA or education, is the  
21 fact that we want to try to entice more people,  
22 especially minorities, into the classroom. Well, I  
23 am a negotiator, you know. Who wants to go into a  
24 classroom when you only make \$18,000 after four years  
25 of college, when you can go into the public sector

1 and earn more from that?

2 So until you start giving more, what I  
3 want to refer to as more warm fuzzies, a higher pay,  
4 salary, more professional -- an image that you carry,  
5 until you are offering a lot more in education you  
6 are not going to get people to go into education.  
7 And you know, that's been a big problem in general,  
8 much less minorities. My brother just finished  
9 college about four years ago, and I tried -- I did  
10 try to speak to him about going into education. He  
11 said, "What for? You come home crying, you come --  
12 you know, you have parents call you at 5:00 and 7:00  
13 and 8:00. You have got meetings to go to. You have  
14 to talk to the principal, you have to talk to two  
15 parents. You have to talk to the director of  
16 elementary education at times, you have to talk to  
17 the superintendent at times. Who wants all that?"

18 Of course, my answer is "I do." You know,  
19 I love it. I love teaching. But I also like to make  
20 sure that there's an opportunity for my children to  
21 do well in education. In education. I am not saying  
22 it's necessary -- you know, as teachers. Yet, I love  
23 teaching. But you are going to have to entice, you  
24 are going to have to provide something.

25 IEA is feeling the same kind of pressure

1 in the fact that we are trying to get more people to  
2 come into the association that are minority teachers.  
3 But we have a problem. And that is that out of -- we  
4 have approximately a membership of 9500 in the state  
5 of Idaho. Out of that, I believe we have  
6 approximately 156 who have identified themselves as  
7 minorities. They don't want to be part of the  
8 organization.

9 The questions are what do you have to  
10 offer me? You know. I think anybody should ask  
11 that, anyway. The fact that we don't want to be  
12 called minorities. The fact of "well, what are you  
13 going to do for me once I get there." And it's all a  
14 growing process. So I feel like once I leave the  
15 classroom and go to this meeting that I go and I  
16 become a teacher of adults and try to instill and  
17 provide enough knowledge that they want to become a  
18 part of that group, because you have to be part of  
19 that group in order to make changes. That's all I  
20 have to say, unless there's specific questions.

21 MR. SWISHER: Well, I would like you to do  
22 what -- it wouldn't be that clear to somebody. You  
23 might think back to your beginning college and what  
24 was going on then and all the optimism with respect  
25 to the minorities, all minorities, okay. And there

1 was a sudden burst of interest and money and  
2 commitment. And now it's 20 years later, and change.  
3 What happened at the establishment level,  
4 at the school board level that did not happen in  
5 other places? Let me put it another way: One of the  
6 things you can hear unspoken in this room today is  
7 that industry is trying to move to get minority  
8 people for a very simple reason, the shrinking labor  
9 pool, the shrinking availability of people to take  
10 the job. It isn't a sudden discovery of equality and  
11 justice and all that wonderful stuff. It's the  
12 discovery that they must have these people.

13 So industry is spending more in its own  
14 way than the federal government is by far to try to  
15 find ways to do that. In your opinion, why has it  
16 become more difficult in the public sector, in the  
17 governmental sector, at the school board level, at  
18 the administrative level in education, than it was 20  
19 years ago? Why?

20 MS. OTERO: From my perspective, because  
21 it's never been a real -- I think any time you deal  
22 with people, there has to be -- how can I say this --  
23 a force, a requirement. State law saying that you  
24 have to hire so many people. We don't have that into  
25 effect. It's nice to say you should hire somebody,

1 but until you make it mandatory, it's not going to  
2 happen. Yet you don't want to be caught up into a  
3 pool of being hired just because you are Hispanic. I  
4 was hired because I am a good candidate, I have a lot  
5 to provide. I don't want to be seen as somebody  
6 that's just hired because you think that I am going  
7 to fill a position and sit there and be quiet and be  
8 happy.

9 MR. SWISHER: Are you still the only  
10 Hispanic teacher in the Pocatello school system?

11 MS. OTERO: No, there's one more.  
12 Carmen Benitas. She's been there three, four years  
13 now.

14 MR. PENA: How do you avoid that? You  
15 know, I have dealt -- how to avoid being the token,  
16 and at the same time, you know, the school district  
17 or the administrators wanting somebody, and they go  
18 to you, all of the sudden you are the first one. How  
19 do you avoid that, being that person?

20 MS. OTERO: I guess what you have to do  
21 and what you have to realize is that for me I have a  
22 purpose, and my purpose is to educate. And if that's  
23 the back way in, to educate, then I will go in the  
24 back way, to educate. I don't know how you can get  
25 out of it. I guess what I am saying is that once you

1 get into the system, you need to become vocal. Not  
2 to say that everybody is going to change overnight.  
3 It never has, it never will. But you have got to  
4 start somewhere. You have to.

5 Same thing with IEA. As much as I love  
6 the organization, you know, the fact that until you  
7 pull some strength and say, "Okay, I was involved the  
8 first year and I was quiet. I just sat. I am an  
9 observer, I sit back and I watch. The second year  
10 was okay, this and this needs to be in progress."  
11 "Now, not too fast, Becky." I said, "Not too fast?  
12 Hell, we have been in operation 100 years, not too  
13 fast?" That was my reaction. They said, "Okay,  
14 Becky, let's go back a step."

15 So it has to be slow progress. Sometimes  
16 when you come up aggressively, it scares people,  
17 intimidates people. But I have never had -- I find  
18 that when you are quiet and when you are nice and  
19 when you are polite, nothing moves.

20 MS. SHULER: Madam Chairman, Becky, I'd  
21 like to have your perspective on something. It seems  
22 to me it's really important to have Hispanic  
23 teachers. But I am not so sure that it should be the  
24 burden of the Hispanic teachers to erase racism in  
25 the schools. I'd like your perspective on that. I

1 mean I hear people -- I mean I am feeling like you  
2 are sensing that it's all on your shoulders, and I  
3 think you have a lot that you can do to help us to  
4 understand the culture and to make us more  
5 knowledgeable of bias. But once we are knowledgeable  
6 about it, I think that we all have a responsibility  
7 to fight it.

8 MS. OTERO: Sure. And hopefully, one of  
9 the purposes in my testifying in front of that human  
10 and civil rights group in Blackfoot was because I  
11 offered some recommendations, I was hoping something  
12 would come from it. I have not heard from that group  
13 since. It was a human and civil rights group at that  
14 time in Blackfoot, in 1989, September. And I offered  
15 my services. My name was taken down. I said I'd  
16 come in, I'd work up a curriculum, I'd help whatever  
17 I could. And I have not heard.

18 So you know, it's one thing to come up  
19 here and testify in front of you. I don't mind doing  
20 that. Any time somebody wants a call and wants my  
21 perspective or opinion, I am happy to give it. But  
22 I'd like to see where it goes besides that. You  
23 know, at some point, like I said, we are going to  
24 have to make some kind of demands that where does it  
25 go from here.

1                   MR. PENA:                   Becky, in talking to a lot  
2 of professionals like yourself, not only the teaching  
3 area, but all other areas, there seems to be an anger  
4 in the professionals. An anger towards a lot of  
5 things, you know. An anger mainly because of the  
6 system that doesn't allow them to develop or  
7 sometimes even enter into -- take the full  
8 opportunity in that system. Do you see that same  
9 anger in these kids that are coming up?

10                   MS. OTERO:                   Yes. And I don't know if  
11 it's as much anger right now as it is defeat. It's  
12 defeat. The fact that, "Mrs. Otero, good, great, you  
13 went to school. But how is it going to help me." On  
14 the other hand, because I teach at a school that's  
15 primarily from the Anglo culture, I can teach them  
16 sensitivity that they would have never had from  
17 anybody else.

18                               So that's my positive role, the fact that  
19 I have opened some eyes. We have talked about issues  
20 as English as the official language of Idaho, and I  
21 have brought that up, and the fact of how I was  
22 discriminated in school. And they are saying, "You?  
23 What?" They can't imagine that. When I bring up the  
24 fact of how people use the word wetback. "You have  
25 no right, you know. There's a lot of people who want



1 those jobs."

2 I said, "Yeah, you show me the  
3 applications for hoeing beets from 5:00 to 5:00 at  
4 night with no restrooms, with no water facilities.  
5 You show me the white people out there lined up for  
6 those positions. I didn't see them when I was  
7 growing up. Now, don't come back and tell me that  
8 Hispanics are coming out and getting your jobs.  
9 Because I don't see anybody lined up for those kind  
10 of jobs." And so there is anger, you know. But I  
11 think you can use anger in a method of teaching and  
12 getting people to open up their eyes.

13 MR. PENA: What would you do, as a  
14 future administrator -- you have got principals,  
15 superintendents sitting here -- they say they want  
16 these people on, everybody is saying they can't find  
17 teachers, they can't find other professionals. How  
18 would you approach it as a future administrator? How  
19 would you approach it?

20 MS. OTERO: What you'd have to do, it  
21 would be -- I mean I feel like I have always fought  
22 battles. That may be wrong. I felt like I was a  
23 child fighting a battle. Going through college,  
24 fighting a battle to get there. Fighting a battle to  
25 be hired. And knowing I'd be hired. Fighting a

1 battle about working on my Master's. Now fighting a  
2 battle to get my -- and some of them can be inner  
3 battles, okay. But once again, being involved with  
4 IEA, that was another battle. And now it would be  
5 another battle and education of teaching  
6 administrators. So I would see that as a new  
7 challenge and a new goal to get going. It's going to  
8 be a time coming in Idaho.

9 MR. SWISHER: You have never been a coach.  
10 What makes you think you could go to administration?

11 MS. OTERO: I don't know. If you want  
12 to give me a stipend, I think I can get something  
13 going.

14 MR. SWISHER: That's defamation, and you  
15 said we weren't to do that. I am sorry.

16 MS. SHULER: I am not sure that -- It  
17 may have been the Idaho Human Rights Commission. I  
18 remember we met in Blackfoot. I don't remember the  
19 date. But if you wanted to know what happened  
20 with your testimony with the Idaho Human Rights  
21 Commission -- I guess it was in '89, we went around  
22 the state.

23 Some of the leadership came from Rudy  
24 giving us gentle little kicks. Anyway, we went  
25 around the state and took testimony about problems of

1 concern to communities. It was clear that dropouts  
2 with Hispanics was a problem, the Hispanic dropout  
3 problem, so the Human Rights Commission did a very  
4 brief study to see what we could find out based on  
5 your testimony and other people's testimony.

6 The conclusion of that study, which was  
7 just trying to compile what was known, was that what  
8 was being done was being done either through federal  
9 grants or because there was a consent decree --  
10 because the Migrant Council had filed a lawsuit  
11 against the State Board of Education. And that the  
12 leaders and that any positive leadership that was  
13 coming outside of those two federal funds, consent  
14 decree required, was coming from the Hispanic  
15 community itself.

16 And what data, what we could learn was  
17 coming from groups like the Migrant Council and just  
18 individual people, advocates like Rudy who -- That  
19 was before the Hispanic Commission was formed. And  
20 that's where the data gathering was going. We took  
21 that information to the governor, and the governor  
22 appointed the group that I guess ultimately got this.  
23 So congratulations, this is what came out of your  
24 testimony.

25 MS. OTERO: How many teachers served on

1       that group? Do you know?

2               MS. SHULER:            I don't know. The governor  
3 appointed it.

4               MS. OTERO:            I would just like to ask  
5 that should any further committees come up -- I know  
6 there will be -- that they keep a couple of different  
7 people in mind from different locations in Idaho; and  
8 number two, that because it affects what we are going  
9 to do in the classroom that they have teachers that  
10 are involved with that process.

11              MS. ESQUIBEL:        Thank you, Becky. Next will  
12 be a panel of two with Imelda Gomez, a school teacher  
13 in the Minidoka school system, and Ray Pena,  
14 practicing attorney at law in Rupert.

15              MS. GOMEZ:            I am Imelda Gomez, and I am  
16 from Minidoka County, I teach kindergarten. We have  
17 been discussing the minority high dropout rate in  
18 Idaho. I just would like to share something of my  
19 personal life, and maybe that will help shed a light  
20 as to why some of us do drop out.

21                                    I dropped out when I was 16, and I think  
22 that this will give you an idea as to why some of our  
23 kids drop out. Not everybody has the same problems  
24 that I encountered, but I think it will give you an  
25 idea. I came from Mexico 31 years ago, I started

1 school in Idaho. I moved from Mexico. I was nine  
2 years old. I was put in a classroom, in first grade,  
3 and it was -- everything was taught in English. I  
4 didn't know the language, everything was foreign to  
5 me. I went to school in an English environment,  
6 which was foreign to me. I was lost, I was confused.  
7 I was really sad. I struggled. I struggled so much  
8 that as soon as I turned 16, I dropped out.

9 And it's really sad to see that we are  
10 still doing that to many children. It devastates me.  
11 It's sad. We shouldn't be doing that. It's been 24  
12 years since I dropped out. Things should be  
13 changing. I have something to share.

14 Anita Brunner brought up Jim Cummings.  
15 He's a researcher, and he states that -- he states  
16 from four to seven years for a nonEnglish speaker to  
17 become proficient in a second language. So that  
18 means that he can't do any cognitive thinking skills  
19 until he reaches that point. And to reach that  
20 point -- when you reach that point, then you are at a  
21 level that a monolingual speaker's at.

22 And I was just thinking that it's really  
23 sad that many of our children, the way I see it,  
24 never really reach that point. We are put in  
25 classrooms where we don't understand the language,

1 and we keep going through the process. And instead  
2 of learning anything, we get further behind, to where  
3 we are so frustrated that we just can't go on. I  
4 believe that in doing this, we are not offering the  
5 children an equal opportunity to an education.

6 And my solution is that we have  
7 transitional bilingual programs so we can teach them  
8 in the language that they already know, and so that  
9 they can make a transition into the English language.  
10 I wish that we could do that. I think the problem is  
11 that we don't have the money and we don't have the  
12 staff, but that's something that we need to start  
13 working on. Maybe this way, we can eliminate the  
14 high dropout rate, or some of it. I think that's all  
15 I have to share.

16 MS. ESQUIBEL: Ray?

17 MR. RAY PENA: My name is Raymundo Pena, I  
18 am an attorney in private practice in Rupert. I have  
19 been practicing in the Mini-Cassia area since 1984.  
20 Initially, I worked in the public defender's office.  
21 After a year and a half, I went out to the private  
22 sector. I was raised in Idaho. My parents were farm  
23 workers, settled into -- out of the migrant stream  
24 into Idaho in 1955. I was actually born in Oklahoma,  
25 but was transplanted over here when I was about a

1 month old. So for all intents and purposes, I am an  
2 Idaho spud like the majority of the people that live  
3 here.

4 I graduated from Minico High School in  
5 1976, and attended Occidental College in Los Angeles,  
6 graduating in 1980 with a degree in Economics and  
7 Political Science. I spent one year at the  
8 University of Madrid in Spain through the Institute  
9 of European Studies. Came back, worked for a summer  
10 for the Mexican-American Legal Defense and  
11 Educational Fund in Washington, D.C.

12 Then I attended the University of Santa  
13 Clara School of Law, where I received my juris  
14 doctorate degree in 1983. How does that all fit into  
15 today's discussion is what I have been thinking about  
16 for the last half hour that I have been sitting up  
17 there. I was invited to come speak, I think  
18 basically to share some of the successes that are  
19 happening to Hispanics in Idaho.

20 Most of the discussion, from what I have  
21 been able to gather, has been sort of a negative  
22 character. And it's not necessarily because that's  
23 the way people want to present it, but that's because  
24 the majority of the problems that we are addressing  
25 are regarding the dropouts.

1                   One of the items that I had the privilege  
2 of doing when I was in college is I applied for a  
3 fellowship through the Lenox Foundation, and I came  
4 back to Idaho in the summer of 1978 and did an  
5 independent research project. I focused on Nampa,  
6 Caldwell, which is in western Idaho. Twin Falls,  
7 Minidoka and Cassia County, which are the -- is the  
8 area I am from.

9                   At that time, I went back and I tracked  
10 the Hispanic students that started school with me in  
11 1964, '65 and '66. Those kids who were in the first  
12 grade then. Basically, I followed them through the  
13 school system as best we could, because there was a  
14 lot of migrant students in there. But there was a  
15 lot of students, also, who went through the system.  
16 The thing that I found in 1978 -- and this was  
17 through the help of the Idaho Migrant Council, they  
18 helped me put the project together -- was that at  
19 that time there was an 88 percent dropout rate among  
20 Hispanics in those three areas.

21                   Now, obviously, my data wasn't very  
22 broad-based. It was very focused. But the reason I  
23 got interested in that is I remember asking what is  
24 the Hispanic dropout rate. At that time, no one  
25 knew. Now, here we are 12 years after the fact, and



1 I remember this played in the papers for a while, it  
2 was during the political season. Then it sort of got  
3 shelved.

4 One of the things that is sort of strange  
5 to me is that it took us 12 years for our governor to  
6 appoint a task force to get together to determine  
7 that now it's 66 percent. Well, you know, obviously,  
8 they had much greater resources than I have. They  
9 have more people working on it. Hopefully they used  
10 a little bit more scientific methods than what I had  
11 available at that time. But still 66 percent is  
12 disgraceful for the state of Idaho. What that means  
13 is that we have now identified the problem.

14 The second step is what are the solutions  
15 going to be? And hopefully you will take this from  
16 someone who is not in education. I am from the  
17 private sector. One of the things that I focus on is  
18 making money. That's how I run my business. That's  
19 how I pay my secretary. That's how I pay my overhead  
20 and pay my taxes. But I still have a real deep  
21 sentiment towards those other people that aren't in  
22 the same situation that I am. Although, it seems  
23 like we are increasing a little bit every year.

24 I am sort of happy when I go to the local  
25 high school graduation and we look back in the year I

1 graduated, we had probably 7 to 10 Hispanic students  
2 that were graduating. Now I think -- I was looking  
3 through the newspaper the other day. Every year when  
4 they put all the kids' pictures in the paper, I would  
5 check something off. We are something around 40 in  
6 Burley, and I think about the same in the Rupert  
7 area. It makes me feel good. Because some of those  
8 kids are actually going on to secondary education.

9           One of the interesting statistics that I  
10 put together in my study was that of that 12 percent  
11 that graduated from high school in 1976, there was  
12 only 3 percent that went on to college. Of those  
13 3 percent, I was the only one that went to graduate  
14 school. And one of the problems that we had after we  
15 left the high school system was that a lot of us had  
16 to go -- If you went on to college, it's because you  
17 were doing rather well. The level of competition  
18 obviously goes up when you get into college.

19           I think we do our students a disservice  
20 if we just graduate them and we say, "Okay, go on and  
21 compete against the cream of the crop." Because when  
22 I got to Occidental College, one of the things I  
23 realized was that I was not prepared to compete  
24 against the level and the caliber of students that  
25 are in college. That was maybe partially my fault

1 because things came easy to me, so I sort of sloughed  
2 them along and got good grades in spite of that.

3           However, I had to learn to study after I  
4 got there. I think if we prepare our students while  
5 they are in the school system to compete for those  
6 slots -- those few slots that are available, we are  
7 going to have a much higher success rate. And I  
8 guess the key question here is how do we do that?  
9 How do we motivate the students to succeed?

10           Now, I am not going to focus on the  
11 school system, because that's not my area of  
12 expertise. One of the items that I thought about  
13 after the survey was done is I looked up a bunch of  
14 the parents and I talked to them. I said, "Now, why  
15 is education not important to you? Why don't you  
16 want Juan or Maria to graduate from high school?"  
17 They said, "Well, it is important to me. I don't  
18 have an education. I am working at Simplot, I am  
19 working at Ore-Ida, I am working in a factory job  
20 where I am earning maybe twice what the minimum wage  
21 level is. I have got a house, a car and a mortgage.  
22 I am doing pretty good. My son or my daughter has an  
23 eighth or ninth grade education. They are nine times  
24 more educated than I am, so they are going to  
25 succeed."

1                   What we have to do is we have to send the  
2 message out that that high school diploma doesn't  
3 mean anything, because everyone needs one of those  
4 just to get the minimum paying job. It's not the  
5 same situation that we had 20 or 30 years ago where  
6 you could go out and compete in the market for jobs  
7 without having that education. So at a minimum, we  
8 have to convince the parents that the high school  
9 diploma is important.

10                   Second of all, we have to convince the  
11 students that they need to achieve that. Now, for  
12 what purpose? Is it just to compete in the  
13 marketplace for a job? I don't think so. One of the  
14 things about an education that my father used to tell  
15 me quite frequently -- my father went to the first  
16 grade, my mother never went to school at all -- he  
17 said, "You can make money, you can have a position of  
18 power. And if you do something wrong, you can lose  
19 it. But you can never lose an education. Once they  
20 give it to you, once you take it, it's yours  
21 forever."

22                   And you can be successful, you can fall  
23 down, you can get up again. As long as you have  
24 those basic tools to compete, I think you are going  
25 to be able to succeed. Lee Trevino stated once that

1 his definition of success is getting up one more time  
2 that he falls down, because we are all going to do  
3 it. Now, we have to instill in our kids that focus.

4 Mr. Palacios, when we were talking a  
5 little while ago, said something that -- I took it as  
6 he said it to make me feel good. I have heard it  
7 before. And that is, "We wanted you to talk to this  
8 group of people because you are a success." Now, I  
9 am sure he didn't mean it this way, but what that  
10 tells me is that the fact that I am an attorney and I  
11 am a Mexican in the state of Idaho makes me special.

12 There's nothing special about me. I was  
13 an average student in the elementary schools. I  
14 realized that if I was going to be an attorney, I had  
15 to get my grades up, so I worked at it. We as a  
16 society can't look at minority professionals as being  
17 something special. We have to expect from our kids  
18 that they become lawyers and doctors and chemists and  
19 accountants.

20 If they want -- you know, the thing is  
21 don't push the professionalism on them and say the  
22 only way you will be considered successful is if you  
23 achieve a plateau. Because you can be successful in  
24 any variety of things, as long as you feel good about  
25 yourself. I think we send out the wrong message if

1 we tell them if you don't achieve this, then you are  
2 not a success.

3           Number two is we have to, as Hispanics,  
4 come to expect that of ourselves. There was never a  
5 question in my mind that when I was growing up that I  
6 had to go to college, that I had to go to graduate  
7 school, that I had to do these things. Those didn't  
8 come from me. Those came from my parents. They knew  
9 the value of the education, they instilled that in  
10 me. And that's a great motivating factor. When you  
11 go away to college and you realize that now you are  
12 going to have to work to get those grades is one  
13 thing.

14           But the fear of failure is a great  
15 motivator. I was not going to come back to my  
16 community, to my house and say, "I tried and I  
17 failed, and I am not a success." Because it was  
18 expected of me. And I think we can expect this of  
19 other kids. We will rise to the level of our  
20 expectations.

21           Now, how does that fit into the school  
22 system? One of the things that I found when I was  
23 going through school is I had a counselor who asked  
24 me when I was a junior, "What do you want to be?" I  
25 said I wanted to be a lawyer. She said, "You don't

1       have the skills." Well, I guess I was very naive,  
2       because my first response to that was not okay, I  
3       guess I won't go; it was well, teach me. You know,  
4       give me the skills. When I came to the first grade,  
5       I didn't know how to read. I couldn't speak English.  
6       You taught me how to read, you taught me to speak  
7       English.

8                       I think it's surprised her, because she  
9       did it. They put me in a program that helped me to  
10      be able to compete to get into the good schools, to  
11      be able to compete once I got there. I realized I  
12      had a lot more learning to do. But we need more  
13      people like that in key positions, counselor  
14      positions, role models.

15                      Speaking to one of our state legislators,  
16      one of the things that happens in our school  
17      system -- and this doesn't apply simply to  
18      minorities -- it applies to all these kids out here,  
19      is the only role models that they have that are  
20      positive role models are teachers. So what do the  
21      kids do? They leave the farm, they leave the rural  
22      town and they go to the university with the idea of  
23      becoming a teacher.

24                      We are trying to change that a little  
25      bit. Over this past year, I have probably spoken to

1 the junior highs and the high schools and in fact  
2 next Monday I am going to be talking to fifth  
3 graders. I don't think they listen to what I have to  
4 say. A week after I leave there, you could ask  
5 anyone in there what did Mr. Pena talk about, and  
6 they won't be able to tell you. And I probably  
7 wouldn't remember what I said.

8 The thing about it is I will be walking  
9 uptown and I will run into a junior high school kid  
10 or a fifth grader and they will walk up to you in the  
11 store. And they are amazing. They say "I remember  
12 you, you were in the classroom." The fact that they  
13 saw a brown face who was a professional stays on  
14 their mind. And when they see it, it's no longer an  
15 anomaly, it's no longer a situation where it's  
16 something different.

17 What we need to do as professionals,  
18 whether we are doctors, lawyers, dentists, anything,  
19 is we have to give something back to our community.  
20 And that is to spend a little time away from your  
21 practice, come down here and talk to people like you,  
22 kids in the schools. Talking about drugs, about  
23 crime. If I am talking about staying in school, I  
24 think that it's important that they see that as a  
25 Mexican in Idaho, you can become successful.



1                   And success in my case isn't measured by  
2 the amount of money I have or the position I have.  
3 It's the fact that I can pick and choose to give  
4 something back, and hopefully that message will be  
5 picked up. I could talk for a long time as an  
6 attorney. I get paid to do this and today I am doing  
7 it for free. Without taking up too much of your  
8 time, I'd be happy to answer any questions I can.

9                   MS. GOMEZ:            Ask him all the questions.  
10 He likes to talk.

11                  MR. WILSON:            I have some questions. I  
12 have one for Mrs. Gomez. Did I hear you say that it  
13 takes -- you have been instructed, I guess, four to  
14 seven years to learn a language?

15                  MS. GOMEZ:            Proficiently.

16                  MR. WILSON:            What is proficient?

17                  MS. GOMEZ:            Well, where you can use it  
18 as an instrument of -- I have my notes here -- you  
19 know, for problem solving skills. To use it in  
20 higher level thinking skills. You can learn the  
21 language just as a surface, a language to  
22 communicate. But for it to be proficient, to think  
23 and analyze and do all those things you are expected  
24 to do at a higher level, it takes that long.

25                  MR. WILSON:            Thank you. Mr. Pena, you

1 stated that 3 percent of your class went to college,  
2 and that you were the only one that went to graduate  
3 school. What was the makeup of this 3 percent? Were  
4 they minorities or just the class?

5 MR. RAY PENA: I was focusing simply on the  
6 Mexican/American kids, the minorities, Hispanics,  
7 whatever label you care to put on them that we had at  
8 that time. I did not include Afro Americans or  
9 whites or anyone else.

10 MR. WILSON: It wasn't clear to me,  
11 whether you were speaking of the whole class.

12 MR. RAY PENA: It was sort of sad. Because  
13 of the whole class that I graduated with, I would bet  
14 maybe 20 percent went to secondary school, to seek  
15 some type of an education. And I think that's sort  
16 of a unique situation, because we are in a rural  
17 community. At least 15, 20 years ago, going to  
18 college wasn't a priority. My secretary is a year  
19 older than I am. She's white. She had an older  
20 brother. There's four daughters. Her father --  
21 This was in 1975.

22 Her father said, "We have to take our  
23 money to put the son through school, because he's  
24 going to get married and have to support a family.  
25 You as girls, you got your high school education, you

1 are going to get married and somebody is going to  
2 take care of you." Those are the types of obstacles  
3 that still exist.

4 MR. WILSON: Thank you. That's all I  
5 have.

6 MS. SHULER: Madam Chairman, Ray: I am  
7 intrigued. Your father had no education, your mother  
8 had one year?

9 MR. RAY PENA: My mother had none and my  
10 father had one year.

11 MS. SHULER: Yet they were so supportive  
12 of education and you knew from a very early age that  
13 education was important. Is there anything that you  
14 can tell us that was unique about your family that  
15 needs to be passed on about that? I mean your  
16 situation is quite unique, I think.

17 MR. RAY PENA: It is unique, except my  
18 father went to school one year. He had a thirst for  
19 learning. I think had he had the opportunity, he  
20 would have been a lawyer or a politician or a doctor  
21 or something other than a farm worker. He was always  
22 of the opinion that he could not succeed because he  
23 didn't have that sheepskin where somebody else told  
24 him that you had some intellectual worth.

25 My father probably read more books than

1 any other man I have ever met. I remember growing up  
2 and, you know, as a teenager, you have a certain  
3 disdain for your parents. And that is, you know, you  
4 hear the sermons over and over again about education.  
5 And my father's favorite subjects were politics,  
6 religion and money. The three things you are never  
7 supposed to talk about, and he was an expert on all  
8 three.

9 I realized when I was sitting at  
10 Occidental College paying \$10,000 a year in tuition,  
11 and I hear a Ph.D. person -- I remember this vividly.  
12 He was giving me an example of a macroeconomic  
13 theory. I thought to myself, I have heard this  
14 before. Then I was sort of embarrassed, because I  
15 remembered I heard it from my father, who didn't know  
16 what he was talking about. So the old adage, the  
17 older you get, the more you realize your parents do  
18 know something was really true in this case.

19 The other thing is that my father at  
20 least had the opportunity to travel. When he was in  
21 the military, he was in Germany, and he saw things  
22 and was exposed to things that he wanted for us, that  
23 necessarily weren't available to him because of the  
24 limited education that he had. And he realized that  
25 the way to get those things for you, for your family,

1 and to enjoy them and not have to work from sun up to  
2 sun down, breaking your back, was to have an  
3 education.

4 MR. RUDY PENA: Ray, I had a question on how  
5 many times have you spoken at baccalaureates and  
6 those kinds of things? Have you been asked to do  
7 that?

8 MR. RAY PENA: As of yet, I haven't, Rudy.  
9 The two school districts over here are real good  
10 about keeping me busy in coming out to the high  
11 school. The interesting thing is I get to talk to  
12 all the students. One of the little notes I had here  
13 that I didn't get into is we have to become  
14 culturally aware, as minorities, of our background  
15 because we are different.

16 When you sit in a room and there's 90  
17 people in the room and you are the only brown face,  
18 someone walks in the room, they are going to spot  
19 you. So you have to know where you came from in  
20 order to be able to feel good about yourself. The  
21 other thing is that everybody else has to know  
22 something about you. When you spend six to seven  
23 hours a day in a classroom full of Caucasian  
24 students, you are learning their culture. And if you  
25 want to succeed, you better learn it well, you better

1 learn the language well.

2           However, not everyone was as fortunate as  
3 I was. When I was in the first grade, I was sort of  
4 a novelty. There was only two Mexicans in the  
5 school. I was one, my brother was the other one. We  
6 were everybody's friends. Everybody wanted to know  
7 how we thought. The problem comes when you get 25 to  
8 30 percent of the kids who are Hispanic and you have  
9 got 70 percent of the kids who are not.

10           Now, if the white kids don't know  
11 anything about the Mexican culture, they are going to  
12 become a little xenophobic. They are going to be  
13 afraid of what they are saying, what they are talking  
14 about. It's amazing, when you hear someone talking  
15 in another language, the first thing you think is  
16 "they are talking about me." I don't care whether  
17 it's me listening to somebody speaking Vietnamese or  
18 whether it's somebody in English who hears me  
19 speaking to my mother in Spanish. They think "you  
20 are talking about me." Wouldn't it be much nicer if  
21 they could join the conversation? Whether it's in  
22 Spanish or in English. And I think that might solve  
23 some of the problems.

24           MR. RUDY PENA:       The other question is, Ray:  
25 You mentioned -- I guess that's the positive piece of

1 looking at the dropout rate. That unfortunately we  
2 focus on negative things, we have to talk about  
3 negative things, but you mentioned about 88 percent,  
4 85 percent that you looked at, the small study that  
5 you did. There seems to be now we are talking about  
6 60, 40 to 60 percent. So there must be some progress  
7 somewhere. So aside from that, what kind of changes  
8 have you seen in the education system that you have  
9 seen that are positive?

10 MR. RAY PENA: I see it on a much smaller  
11 scale. I don't travel across the state, and  
12 education is not my forte. However, the things that  
13 I think that are important is when you see the  
14 Hispanic kids in leadership positions. It's not  
15 necessarily the student body president of the school.  
16 Although, we have had two at Minico that have been  
17 Mexican Americans.

18 But when you see girls on the drill team,  
19 when you see kids on the football field, when you see  
20 them playing basketball, when you go to a community  
21 function and you see other kids like you that are  
22 involved in something, it gives you the idea, "Well,  
23 maybe I can do it, too."

24 And I think at the student's level,  
25 that's what we have to focus on and not give them so

1 many negatives. Don't set up the situation where you  
2 have 10 kids that are all white and you say, "Okay,  
3 one of you has to sit down because we have to put a  
4 Mexican kid in here." Instead, open it up for  
5 competition, encourage everyone to participate, and  
6 then make your selection that way.

7 I think in law school we learned the way  
8 you frame the question is sometimes much more  
9 important than the answer you get. And I think the  
10 way we approach the problem in education, we may be  
11 perpetuating the problem as opposed to resolving it.

12 MS. ESQUIBEL: Thank you, Ray, Imelda. Our  
13 next two panelists are Mrs. Sally Pena and  
14 Mrs. Angela Lucky, both assistant professors at Idaho  
15 State University.

16 MS. SALLY PENA: I am Sally Pena from Idaho  
17 State University. I teach early childhood education  
18 for the Department of Education there. Angie and I  
19 are going to talk about some of the things that are  
20 going on at Idaho State University, and specifically  
21 with the College of Education. I will talk about  
22 some more -- some less official things, and then  
23 Angie's going to go over some actual committee and  
24 official things that are happening on campus as far  
25 as Hispanic education and prevention of dropout,



1 retention of students on campus is concerned.

2 Some of the informal things that are  
3 taking place, I guess, I consider the work that I am  
4 allowed to do in addition to teaching my classes,  
5 informal work, because I feel that in that work, my  
6 department and my college is also supporting me in  
7 the things that I do. A couple of things that I  
8 believe are happening statewide as far as -- I am  
9 hearing a lot about the need for cultural awareness  
10 and the need for working on prejudice and bias in  
11 teacher education and in the schools.

12 One of the things that I think is really  
13 important and happening statewide as far as cultural  
14 awareness is the Idaho State Hispanic Issues  
15 Conference which takes place every September. This  
16 is a large forum in which many, many educators could  
17 participate in, could attend and could certainly  
18 learn a great deal about Hispanic culture. They  
19 could meet students, they could meet Hispanic  
20 teachers. It's an opportunity for some very  
21 important dialogue to take place in a pretty friendly  
22 forum, I believe.

23 A couple of other things that I have been  
24 working on while I am teaching at Idaho State  
25 University are a couple of workshops designed for

1 Hispanic women. Last year, in April of 1990, there  
2 was a Hispanic women's -- the first Hispanic women's  
3 issues conference was held at Bogus Basin. We had  
4 over 135 women attend this conference. We discussed  
5 Hispanic women -- and it's designed for Hispanic  
6 women, primarily.

7 We discussed issues of education, family  
8 issues, political issues, social services, five  
9 different areas. But we will have that conference  
10 annually. The next one will be held next June, this  
11 coming June, about a month from now. The same five  
12 topics are being discussed. We hope that a lot of  
13 Hispanic teachers will be able to attend this  
14 conference this year, because we have moved it to  
15 June, when school is out. So we are hopeful to have  
16 more than 135 people at that. This conference is  
17 supported -- I have also heard that people are  
18 thinking that a variety of organizations need to be  
19 involved in sponsoring these positive things.

20 This conference is sponsored by the  
21 Department of Labor, Women's Bureau, it's sponsored  
22 by Idaho Vocational Education, it's sponsored by the  
23 Hispanic Commission of Idaho, the Idaho Migrant  
24 Council, Image of Idaho, Boise State University and  
25 Idaho State University. So it's a real partnership

1 like Sam was talking about this morning. Again,  
2 issues of education will be discussed, family issues,  
3 politics, all of those areas will be discussed.

4           One other thing that's happening as far  
5 as Hispanic women is concerned is the first week in  
6 May -- in April of this year, on Idaho State's  
7 campus, we held a Hispanic women's writing seminar.  
8 At that seminar, about 40 Hispanic women attended  
9 that. And that was to build skills and to build  
10 awareness and to build cultural awareness within the  
11 group of Hispanic women so that then they could have  
12 the strength to deal with some of the issues that  
13 Becky is saying that she sometimes needs to deal  
14 with. The pressure to sit quietly and be nice all  
15 the time. A lot of work is put into just kind of who  
16 are you and what does it mean to be a Hispanic woman,  
17 and what can you do out in the world.

18           So those are some sort of general  
19 statewide things that Idaho State University has  
20 given me the time to work on, so I believe that that  
21 is something that I consider Idaho State University  
22 to certainly be supportive of.

23           And then there's another issue that I  
24 believe is specific to teacher education, and  
25 something that I am taking on directly in classes

1 that I teach. This is my first year, so I have not  
2 made a lot of changes, but I have a lot of ideas.  
3 And one of the things that I have been working on is  
4 the issue of prejudice and bias.

5 In early childhood education, one of the  
6 things that I learned in my studies was that as early  
7 as age three or four, young children, minority  
8 children or white children, young children are  
9 mirroring the attitudes about other races of their  
10 society. So as early as age three or four, young  
11 minority children may have developed negative  
12 attitudes, or at least they have become aware of the  
13 negative attitudes that society has about their  
14 culture.

15 As early as like in the 1950s, one of the  
16 cases that was really instrumental in overturning the  
17 segregation act -- or the segregation practices in  
18 the south was testimony, a study, the Clark and Clark  
19 doll study. And in this study, young black children  
20 and young white children were shown identical dolls,  
21 except one was black and one was white. And they  
22 were asked questions, first of all, to ascertain  
23 whether or not the children were able to recognize  
24 different races.

25 Often, I think people think kids haven't

1 noticed anything, they don't notice anything until  
2 they are 15 or 16. But in fact, they were asked  
3 questions about which doll is black, which doll is  
4 white, and indeed children were able to identify  
5 which race which doll was. Then the next question  
6 they were asked is which doll looks like you.  
7 Children as young as three and four were also found  
8 to be able to identify their own race.

9           After those questions, the questions got  
10 more into attitudinal questions about which doll do  
11 you like, which doll do you want for a friend, which  
12 doll would you have come and play with you, who do  
13 you want to play with, which doll would you like to  
14 be like. And that study showed that the young black  
15 children already had developed a preference for being  
16 white, mirroring society's prejudices, and already  
17 knew that it was more preferable, there was more  
18 privilege in being white.

19           And that study was very instrumental in  
20 overturning the school segregation. Further studies  
21 since that time have substantiated that, that as  
22 early as three and four, children are recognizing and  
23 mirroring society's prejudices. And in fact, studies  
24 also show that as early as -- or by age 11, not only  
25 have they picked up on society's biases and

1 prejudices, but those attitudes crystallize and don't  
2 change often after age 11. They tend not to change.

3           And this tells me that bias and prejudice  
4 are issues that must be addressed in schools. I  
5 think it's critical. It's an absolute importance.  
6 And I have only heard those words spoken when we have  
7 talked about education, I have only heard those words  
8 spoken openly like maybe in the last two or three  
9 years. We really -- we haven't even really before  
10 these last couple of years admitted that maybe there  
11 is some prejudice underlying what's going on in  
12 what's happening to children, and why they are  
13 dropping out of school, ultimately.

14           I studied with a woman, her name is  
15 Louise Sterman Sparks, she's from Pacific Oaks in  
16 California, she's developed what she calls the  
17 anti-bias curriculum. This is for early childhood  
18 teachers; but there are many, many other curricula  
19 available for older children, as well. This is a  
20 curriculum that directly addresses getting along with  
21 each other and dealing directly with issues of bias  
22 in the classroom. What do you do when one child says  
23 to another child, "I am not going to play with you,  
24 you are a dirty Mexican or you are this or you are  
25 that."

1                   And this book has strategies for helping  
2 teachers learn to deal directly with those types of  
3 issues, as well as strategies for just bringing up  
4 discussions about race, about differences, and  
5 bringing them out into the open, and making them okay  
6 topics.

7                   I think one of the things that's always  
8 happened to us is that it hasn't been an okay topic,  
9 it hasn't been something we have been allowed to talk  
10 about, that we have been allowed to admit. And we  
11 haven't developed the skills for saying things that  
12 need to be said. Because it's just not okay to say  
13 them. Somebody might be offended. And I think  
14 starting with very young children, and continuing  
15 through forever with children, and helping people to  
16 come to openly talk about areas of how you are  
17 different, why you are different, what difference  
18 does that difference make; and just bringing these  
19 issues into the forefront are critically needed.

20                   As far as teachers' education is  
21 concerned, I think when teachers become aware of this  
22 type of an approach and then learn to use this type  
23 of an approach in a classroom, one of the first  
24 things that has to happen is that teachers need to  
25 take a good look at themselves and the way they

1 think, their possible biases, think about their  
2 thinking, and possibly make some changes. And  
3 certainly talk and dialogue.

4           It's not a fast -- something that changes  
5 quickly, but it's certainly something that needs to  
6 change, and needs to start changing right away. And  
7 then once a teacher can handle his or her own biases,  
8 then a teacher is prepared to help children in his or  
9 her classroom work on their biases. I think that's  
10 very important, and I think that -- I think that  
11 it's something that teacher education needs to be  
12 moving into, and something that I am hoping that we  
13 will move into. And Angie will talk about some of  
14 the more official things along those lines that we  
15 have talked about.

16           MS. LUCKY:           I am Angela Lucky. For the  
17 record, I am not an assistant professor. I am the  
18 coordinator of the League of Schools, which is the  
19 consortium of 16 school districts together for staff  
20 development. I am responsible to all of those 16  
21 school districts, mostly in the fifth region of  
22 Idaho.

23           At the present time, I am serving on two  
24 committees, whose focus is minority education at  
25 Idaho State University. One of these committees is



1 university-wide, and the other is at the College of  
2 Education. I will tell you about the activities of  
3 these committees and then tell you about some other  
4 special topics that are among the recommendations of  
5 the task force on Hispanic education.

6           The first committee, Bridging the Gap,  
7 it's called. It's a university committee consisting  
8 of faculty staff and students, as well as community  
9 members from Pocatello. And its focus is to help  
10 bridge the gap for minority students to enter and  
11 graduate from the university. Among the activities  
12 that we have been doing is we have been conducting a  
13 study to determine how -- or get a feel for how the  
14 students feel about the climate, the climate at the  
15 university and the climate at the schools.

16           We have selected certain senior high and  
17 junior high schools to survey students to find out  
18 how they feel about -- their attitude about school.  
19 Our goal is to identify problems and possibly come up  
20 with some solutions to those problems, and attract  
21 the students to the university, and keeping them  
22 there so that they can graduate.

23           And then in the schools, to see what the  
24 university can do about helping schools prepare the  
25 minority students to be able to have the

1 prerequisites to attend the university. At the  
2 present time, we are working on the report at the  
3 college level, and we are putting together some  
4 general recommendations. Among these is that the  
5 university will adopt an institutional position  
6 regard -- with regard to fostering and respecting  
7 diversity, and to publicize that position to all  
8 members of its constituency.

9 We hope that the faculty will have the  
10 opportunity for professional development with regard  
11 to cultural and ethnic diversity, and the unique  
12 needs of those students. And that the curriculum,  
13 particularly that which is university experience --  
14 that is, that all students must take -- the liberal  
15 education goals include not only the recognition of  
16 the awareness of minority contributions, but also  
17 fosters multi-cultural understanding appropriate to  
18 our diverse society. And that support systems for  
19 the students be examined and, if necessary, be  
20 expanded to meet the special needs of those students.

21 The second part of the recommendations,  
22 as I said, will include some possible solutions to  
23 helping the schools better prepare minority students  
24 for college, including providing them information on  
25 which classes are required, financial assistance, and

1 scholarships available. And the support services and  
2 organizations that are there for them when they get  
3 there. This is an area, of course, with which the  
4 university doesn't have a lot of control.

5 And to add to some of the things that are  
6 going on that I heard before, we have had a little  
7 problem with getting information to the students  
8 because we have found in trying to conduct the study  
9 that Hispanic students are invisible. One of the  
10 people who was out trying to gather the data asked to  
11 talk to these students, and she was told that there  
12 are no Hispanic students there that are graduating.  
13 And she said she stood in the hall and saw them  
14 walking by, so she didn't understand that. She went  
15 back to the university.

16 We have to figure out ways to get to  
17 those students. We understand that the counselors  
18 are overworked and a lot of times there's one  
19 counselor for 700 students. And the nature of the  
20 Hispanic student sometimes may be that we kind of  
21 want people to come to us instead of us going to  
22 them. We are a little bit shy sometimes. So the  
23 people never have time to go to us, so we don't find  
24 out about those things. That's an aside from what I  
25 started to say.

1                   But another committee that I am serving  
2 on is the Multi-Cultural Education committee of the  
3 College of Education, and that committee is made up  
4 of faculty staff and students. We try to get student  
5 input into all of these committees, because it's  
6 important that we understand where they are coming  
7 from, and that we are meeting some of their needs.  
8 This committee is specifically looking at how we can  
9 better prepare our teachers to teach minority  
10 children.

11                   We look around at the classrooms and we  
12 see that most of the teachers are from the white  
13 middle class society. There aren't a lot of minority  
14 teachers going into education. So we have to  
15 sensitize those teachers into being aware that the  
16 students are there, in the first place. And then to  
17 see how they can help them.

18                   We are looking at the professional core  
19 competencies of the teacher education program. We  
20 are trying to strengthen the wording in the section  
21 entitled "Human Diversity." We are making  
22 recommendations to establish components. Right now,  
23 we have one, it's an 18-hour component with courses  
24 in Sociology, History, Anthropology and English which  
25 will give the students an awareness, at least, of

1 minority issues.

2           Also, we are looking at the sillibi of  
3 current courses taught in the college to see where we  
4 can recommend infusion into the classes that are  
5 already there, providing maybe some strategies and  
6 opportunities within those courses for the minority  
7 students. We have developed a collection of readings  
8 and distributed them to all the faculty and staff  
9 members to create an awareness on multi-cultural  
10 issues. And this one, we called "Discovering the  
11 Mother Lode, the Wealth of Human Diversity." Both of  
12 these committees -- Excuse me.

13           Future goals include proposing a 30-hour  
14 component and providing some in-service opportunities  
15 for our own faculty to help them with information and  
16 strategies in this area, because we find out that our  
17 faculty is also from the mainstream America, and they  
18 don't know what they don't know. So, you know, some  
19 of us have to tell them what they don't know.

20           So both committees are cooperating and  
21 sharing information. I mean both committees know of  
22 the other's existence, and so we are planning future  
23 staff development programs for the entire university,  
24 and faculty and staff, and we have already started  
25 with some preliminary things just in the awareness

1 area. Since this issue is of -- this issue of  
2 minority education is receiving considerable notice  
3 lately, minority faculty are in demand. So those of  
4 you that are in education, keep going. And Idaho  
5 institutions of higher learning cannot compete with  
6 more affluent institutions to attract these  
7 individuals and keep them.

8 We are having a hard enough time  
9 attracting regular people, without the minorities.  
10 The minorities are in high demand, and they can name  
11 their price. And so the university right now, in  
12 cooperation with the local community organization,  
13 which happens to be NAACP, is working on a program of  
14 teacher exchange. That might be the only way we are  
15 going to get minority teachers up here.

16 And this minority exchange would bring  
17 these teachers on campus, and then provide an  
18 opportunity for our own faculty to go to schools in  
19 which there's a significant population of minority  
20 students. This way, we would educate both our  
21 faculty and its students and their faculty and  
22 students.

23 Other projects to help Hispanics and  
24 other minority students include, in particular, a  
25 current research project being conducted by the Idaho

1 State University chapter of Phi Delta Kappa. It's a  
2 professional organization made up of university and  
3 public school personnel nationwide, and it's a study  
4 on students at risk. We are currently doing a study  
5 on ethnicity as a factor in teacher/student  
6 interaction patterns and academic risk, focusing  
7 specifically on Hispanic and Indian students.

8 Another little project that we have is  
9 the Idaho school administrators assistance centers  
10 project, LEAD, has provided some funds matched by the  
11 College of Education to provide scholarships to  
12 encourage minority educators to pursue certification  
13 for ed administration degrees. Our goal is to  
14 develop these educators to become principals or  
15 superintendents in our Idaho schools.

16 Currently, ISU has in this program seven  
17 graduate students on scholarship. One will finish  
18 her degree this spring. Another got his degree last  
19 spring. Unfortunately, he went to Washington. Both  
20 of them were Hispanic. The remaining students  
21 include five Hispanics and one Indian student. We  
22 expect at least two Hispanic women to finish their  
23 degrees in December.

24 These committees and projects are among  
25 others which address minority issues at the

1 university, and I have specifically addressed those  
2 which focus on Hispanic educational concerns at this  
3 meeting. Bridging the Gap and Multi-Cultural  
4 Education Committee, PDK and LEAD scholarships are  
5 all efforts to help our Hispanic students to succeed.

6 MS. ESQUIBEL: Can you tell us what  
7 percentage of your faculty is Hispanic?

8 MS. LUCKY: We were recently asked that  
9 question, and they said two. Sally Pena and  
10 Angela Lucky.

11 MS. SALLY PENA: I'd say one.

12 MR. SWISHER: There's more Middle East  
13 Muslims at ISU than there are Spanish?

14 MS. LUCKY: I am talking specifically  
15 about the College of Education. But we did have a  
16 professor, but she got lured away to Pennsylvania.

17 MR. SWISHER: What I was coming to next is  
18 you are not being -- we are being very unfair to you,  
19 Professor Lucky. You are not a professor? You are a  
20 staff person for that bunch of school districts?

21 MS. LUCKY: Right.

22 MR. SWISHER: So you are not a professor,  
23 you just talk like one.

24 MS. LUCKY: I have got my Master's in  
25 Education.



1           MR. SWISHER:           What I am getting to is that  
2           there is competition now between campuses and the  
3           private sector for these minority graduates. The  
4           truth is you are losing more of them to industry than  
5           you are to other institutions, are you not?  
6           Probably?

7           MS. LUCKY:           Well, the ones that I know  
8           have gone to other institutions. But yes, we have  
9           lost a lot of them to industry.

10          MR. SWISHER:          Does it occur to the people  
11          in the College of Education that industry -- I am  
12          thinking of Hewlett-Packard, Micron and the like in  
13          the Boise Valley -- are doing their own recruitment  
14          program with respect to minorities, and even doing  
15          their own education programs with respect to  
16          minorities, and are starting to do things in the  
17          households of their minority employees because they  
18          cannot be done consensually in the communities where  
19          it looks like a confrontation?

20                           We have a classic, eastern Idaho community  
21          which is one that is historically agriculturally  
22          Mormon, in which a significant Hispanic population  
23          emerges. Then the question of resolving the problems  
24          in the community become so potentially confrontational  
25          that it's not ever managed. Not successfully. In

1 those kinds of communities, people like American  
2 Potato, Lamb Weston, Ore-Ida, Simplot, the counterparts  
3 of the electronic industry in the Boise Valley, aren't  
4 waiting for the community to find a way out of this  
5 impasse, are they? Aren't they taking more actions  
6 than the public sector are? Don't you find that on the  
7 ISU campus? Aren't there quietly more support dollars  
8 from industry for development and for getting the  
9 appropriate slots for the appropriate kids than you can  
10 get out of the Legislature or the College of  
11 Administration?

12 MS. SALLY PENA: I wouldn't be surprised. I  
13 don't find those funds being offered to the College  
14 of Education.

15 MR. SWISHER: And for good reason. The  
16 school superintendents cannot solve the problem, can  
17 they? The school superintendents are not allowed to  
18 solve problems any more, are they? School  
19 superintendents are required to keep the peace, are  
20 they not? School superintendents take care of the  
21 children while the two-paycheck household is out  
22 working. Isn't that the primary function of  
23 education today? Isn't that what you are running up  
24 there, is a tremendous child care center, training  
25 center?

1           MS. SALLY PENA:    I think the way that the  
2 children -- that both parents are working now and so  
3 forth is certainly leading to that. That certainly  
4 is a major thing that the education -- school  
5 education has to provide, is somewhere for children  
6 to be, somewhere worthwhile for children to be while  
7 the parents aren't there, as well as a good  
8 education. I mean I don't think they have put that  
9 goal aside, but certainly they are also meeting  
10 families' needs.

11           MR. SWISHER:        Hasn't that gone so far,  
12 hasn't this trend moved so far that today we heard  
13 the surrealistic suggestion -- I don't think it's  
14 anything else. I am not discounting the source. I  
15 think Rudy's suggestion comes from living with a  
16 teacher, among others things; but the things we are  
17 talking about when we wind up with a meeting on this  
18 subject and we say to a panelist, how about you  
19 teachers bringing in the parents and educating them  
20 as to the problem?

21                                They are not only taking care of the kids  
22 to the point that the four walls have fallen out of  
23 the house, the incursion of television and the peer  
24 pressure of the kids' own groups and the church and  
25 the community, now we want teachers to take those

1 adults and bring them into the school and maybe they  
2 can do something with their parents as a last  
3 recourse? Isn't that a suggestion that something has  
4 gone beyond rational in what we require of the public  
5 school systems?

6 MS. SALLY PENA: Yes. Although, I do think,  
7 certainly, that it is the responsibility of the  
8 school and teacher -- I only want to speak to teacher  
9 education, but I think teacher educators need to work  
10 with prospective teachers, and I don't know that it's  
11 been too strong on how to work with parents, and how  
12 to conference with parents and how to talk to parents  
13 and keep parents informed.

14 MR. SWISHER: I hear you. But doesn't  
15 that speak to --

16 MS. SALLY PENA: Yet another facet of the  
17 impossible?

18 MR. SWISHER: Yes, what school has become.

19 MS. SALLY PENA: Yes, very much so.

20 MR. SWISHER: You must talk to the parents  
21 for what reason?

22 MS. SALLY PENA: For what reason? Are you  
23 asking me?

24 MR. SWISHER: Your problem is no longer  
25 that child. Your problem is what are the cops going

1 to do with some of those kids. What are the  
2 employers going to do with some of those dropouts.  
3 And ultimately what is the economic community going  
4 to do with the graduates. So now you must talk to  
5 the parents, because they are the root and cause of  
6 the problem in the first instance. They are the  
7 incorrigible bastards who will not allow the school  
8 policymakers to solve the problem.

9 So now it's your job, you are the new  
10 Jesuits, it is your job to go out in the school  
11 system, train these people at your seminary to take  
12 care of the mind of the adults who are sending these  
13 kids to school unprepared to learn, and unsupported  
14 in their ambitions. What do you think you can  
15 accomplish? Isn't that an incredible burden for you  
16 to take on?

17 MS. SALLY PENA: Well, that's early  
18 childhood, of course. I believe that it's all a  
19 matter of prevention and putting a whole lot more  
20 emphasis on the young child who hasn't developed the  
21 problems yet. I believe it's a large -- And this is  
22 reflected in the task force report. I was on that  
23 task force. We had a major debate on -- We started  
24 out talking about readiness for school and getting  
25 children ready for school. And ended up turning it

1 around to saying, no, what we need to do is get the  
2 schools ready for children. And I think that's where  
3 our focus needs to be. I am on getting the schools  
4 ready for the children, rather than the schools and  
5 parents ready for it -- or the children and the  
6 parents ready for the school.

7 MR. SWISHER: Madam Chairman, that's all I  
8 have.

9 MS. ESQUIBEL: Thank you, Sally, Angela.  
10 We are going to take a five-minute break before we go  
11 on.

12

13 (Recess.)

14

15 MS. ESQUIBEL: Our next presentation is  
16 with Dr. Terrell Donicht, superintendent, Twin Falls.  
17 Norman Hurst, superintendent, Burley, Idaho.  
18 Grace Rivera, home school coordinator, Wilder.

19 MS. RIVERA: My name is Grace Rivera, I  
20 am from the Wilder School District. I am the home  
21 school coordinator. What I do is I work with the  
22 community. We have got 477 students. We have got 74  
23 percent Hispanic. One of the things that I am really  
24 concerned about right now is our dropouts in Wilder.  
25 Just three weeks ago, we had some students that came

1 from Texas, which I was really upset about. They  
2 came into the high school, and the secretary says, "I  
3 don't think you should be in school. Why don't you  
4 guys just go work. You have got three more weeks of  
5 school." I said, "Hey, what are you doing?" I said,  
6 "We are trying to work on our dropouts, you know, you  
7 are turning our kids away."

8 So I went to the principal, and he says,  
9 "Well, I didn't know anything about it." I said,  
10 "Well, you know now, because I am telling you what's  
11 going on at the high school." And what they have  
12 been doing is every time, you know, like every year  
13 in May, they turn down a lot of our kids. And I  
14 think that that's one of our problems in Wilder.  
15 Because when they turn down three and four kids,  
16 that's money, too, that we need for our district.  
17 And that's just one of our problems.

18 The other problem is housing. We have  
19 got a camp in Wilder for our migrants, and we have  
20 been having so many problems that our kids just, you  
21 know -- it's really ruined some of our kids'  
22 education, because their parents are all worried  
23 about it, they don't know if they have to move, they  
24 don't know if they are going to have work this year  
25 or what. That's another problem.

1                   Right now, I belong to the parent  
2                   advisory committee. I am their chairperson. I have  
3                   got from 55 to 60 people that show up every month.  
4                   It's really, really active. Right now, what I am  
5                   doing is I am doing what the community wants. I am  
6                   not doing what my superintendent wants any more. I  
7                   have noticed that now that the community -- you know,  
8                   we are getting together because our superintendent  
9                   keeps saying, you know, "Well, we have to get the  
10                  Anglos and the Hispanics together." Well, we are  
11                  trying.

12                  The only time that they ever remember us  
13                  is when they had the Cinco de Mayo and taco feed.  
14                  That's when they want the Mexicanos to cook. And  
15                  that makes me really upset, because that's the only  
16                  time they think about the Hispanics. I am nervous,  
17                  this is new.

18                  But we have got, in our elementary, we  
19                  have got three Hispanic teachers. And we have got  
20                  six migrant aides and myself, the home school  
21                  coordinator. A lot of times -- We have got this --  
22                  our migrant program -- What we are trying to do,  
23                  what we are fighting right now, that is, we are  
24                  trying to get our teachers, our aides, our resource  
25                  teacher to come into the rooms instead of taking out



1 our kids. You know, pull out -- You know what I am  
2 talking about.

3 I just don't like that, because when they  
4 have got five and six kids together that are  
5 Hispanic, all they do is talk Spanish. Which that's  
6 what they always do, anyway. But if you keep them in  
7 the classroom, you know, they are going to hear all  
8 these other kids talk English, and they are going to  
9 learn more.

10 Well, I went to my principal and she  
11 says, "Well, but that's not going to work out very  
12 well." I said, "Why is that?" "Because this aide's  
13 going to be talking to the kids when the teacher is  
14 trying to teach the assignment." I said, "So?" I  
15 mean what do we do? I mean our kids are not learning  
16 any English. We have had kids that have been in our  
17 migrant program five, six years, and I don't see  
18 anything -- you know, I don't see that the kids are  
19 learning anything.

20 MR. HERNANDEZ: My name is Arnolde Hernandez.  
21 (Speaking in Spanish.)

22 MR. SWISHER: Can you give her a  
23 typescript of what you are about to do?

24 MR. HERNANDEZ: (Speaking in Spanish.)

25 MR. SWISHER: Here is the problem: The

1 transcript -- it's a problem, that's your point. The  
2 point is, seriously, for --

3 MR. HERNANDEZ: I will translate it.

4 MR. SWISHER: Mr. Palacios, I want to warn  
5 you about the Civil Rights Commission. We don't  
6 always get transcripts back. I don't want any excuse  
7 for this one not coming back. So when this thing is  
8 over and you are back home, if you could translate  
9 what you said, send it in. Do you hear me? So that  
10 we have a complete transcript. Can you do that?

11 MR. HERNANDEZ: (Speaks in Spanish.) So the  
12 point, I was brought up in an English only classroom  
13 where I understood nothing. So I preferred to stay  
14 home with my parents or go to work with them, because  
15 who -- as I just pointed out in Spanish, how many of  
16 you would like to sit around and listen to me  
17 speaking Spanish if you don't understand what's going  
18 on, right? You are not. You are going to find  
19 something more positive to do, or something that you  
20 are going to benefit from instead of sitting around  
21 understanding nothing.

22 Administration always says, "Why aren't  
23 the parents showing up? We had a great turnout the  
24 first time, but now they are not showing up." Hey,  
25 you are talking to them in the language that they

1 don't understand. They have got better things to do  
2 than to come and listen to whatever you are saying.  
3 They don't understand.

4 So my solution to this is that I am in  
5 the bilingual ed program, and I wish more students  
6 were graduating from that program, because I think  
7 that's a big solution. If you can speak both  
8 languages and teach the Spanish speaking only in  
9 Spanish so that you can get the content across, and  
10 then put them in an ELS classroom where they can pick  
11 up the English language -- they are going to pick it  
12 up, anyway, out in the playground, there in the U.S.,  
13 I mean.

14 Hey, most of the people here speak  
15 English, anyway. So they are going to pick up  
16 English. I don't think that's a -- that's a priority  
17 to a certain pint. But when it comes to the content  
18 and them going on from first to second to third  
19 grade, I think you better start teaching them in  
20 their own language first. So that's my solution, I  
21 think. Now, how many of you would really sit around  
22 and listen to me speak Spanish all day long for 300  
23 or how many days, 280 days? Thank you.

24 MS. ESQUIBEL: Thank you.

25 MR. HURST: I am Norman Hurst, I am

1 superintendent of schools in Cassia County School  
2 District, which is located in Burley. The  
3 headquarters is in Burley, Idaho. I have been asked  
4 to appear on this particular program. My apologies  
5 to the chairman, because she was disappointed that  
6 Mr. Billetz could not be asked to come here instead  
7 of myself. So I apologize for that. But if I had  
8 known that, I would have declined.

9 But nevertheless, I appreciate the  
10 opportunity to be able to speak to you. We have  
11 heard superintendents lambasted here somewhat by one  
12 or two individuals, and so I think it would probably  
13 be to your advantage to have somebody from our own  
14 district who is now a superintendent speak to this  
15 particular issue. Our district is one which is  
16 typical for a southern Idaho community, where it's  
17 mainly agricultural.

18 We have, in our district, a significant  
19 number of minorities. In fact, the district level,  
20 there's something like 16 percent minorities,  
21 Hispanics. 16 percent are Hispanics. We have four  
22 students who are black. And very few other  
23 minorities in the school district. We take a look at  
24 that particular number at the Burley Junior High  
25 School, for instance, has 18 percent Hispanics, and

1 the Burley High School has 12 percent Hispanics.

2 We have noted that over the past few  
3 years that this number in the junior high school and  
4 the high school, the percentage of Hispanics in those  
5 two schools has been growing in numbers and also in  
6 percentages. We have also noted that in just this  
7 last year, the last two years, that we have seen a  
8 significant increase in the number of Hispanic  
9 students in the school district. I attribute this to  
10 the fact that the migrant population, a lot of the  
11 workers that come to work, to move hand lines, to  
12 work in the dairies and to do all that sort of thing  
13 are now bringing their families with them from Mexico  
14 and from the Southwest; and so we have found that we  
15 have a significant number -- an increase in numbers  
16 of these particular -- For instance -- Well, just  
17 in 1990, we had 666 Hispanics. In 1991, when we took  
18 the census, we have 834 Hispanic students. So we  
19 have seen a tremendous increase in this.

20 I mentioned the number of students that  
21 we are seeing, the percentages increasing at the  
22 junior high and high school level. We think this is  
23 a good sign, because we are able to keep those  
24 students in school a longer period of time. Now, we  
25 heard from Mr. Pena and Mr. Pena graduated, you know,

1 as he said, from Minico High School. He gave us the  
2 figures that something like 88 percent drop out from  
3 his study.

4 I have studies here -- we just keep track  
5 of the Hispanic enrollments from year to year.  
6 Hispanic enrollment, the number of dropouts is more  
7 like 55 percent from a year ago -- that is, two years  
8 ago, 51 percent from a year ago. That would just be  
9 at the Burley High School itself. That would be from  
10 the junior high to those who graduate from high  
11 school. But this number this last year has decreased  
12 down to where it's -- instead of 55 percent, it would  
13 be 51 percent. I take a look at this whenever I  
14 attend those graduation exercises and I sit on that  
15 stand, and I look at all the list of the graduates, I  
16 go through and identify those who are Hispanic, and  
17 it's always gratifying to me to see that that number  
18 is increasing each year with the number of Hispanics  
19 who are graduating from school.

20 I think that this is certainly a grave  
21 concern, this dropout problem. It's a concern to us  
22 about the population as a whole. It's certainly of  
23 grave concern to us regarding the Hispanic student,  
24 the minority student. And we are doing what we can  
25 to try to stem the tide on this. Here a number of

1 years ago, we were faced with this problem, tried to  
2 deal with this problem. We adopted more vocational  
3 education classes. We expanded our vocational  
4 education programs to where we just had a vocational  
5 agriculture, a business class, a home economics  
6 class; we expanded this to include some other areas  
7 we felt like would be attractive to the minority  
8 population.

9 For instance, we included a program in  
10 home building construction, thinking that there could  
11 be a number of minorities that would be attracted to  
12 this particular program. We also adopted an  
13 electronics program. We adopted, also -- we  
14 incorporated into our system an auto mechanics  
15 program. We added a health occupations class. And  
16 thinking that we would be able to retain a lot of the  
17 minority population, the minority students.

18 Well, we found out that this really  
19 wasn't working the way that we wanted it to work.  
20 But now we notice that -- from the testimony which  
21 was given by Trudy Anderson this morning describing  
22 the Carl Perkins Act, we have some good feelings  
23 about this. And we have designed our program, and we  
24 have submitted our proposal to the state department.  
25 Now we are going to focus on, for the use of the

1 Perkins Vocational Funding Act, we are going to focus  
2 on the at risk student, the potential dropout. We  
3 are going to focus on the minority students.  
4 According to the federal guidelines, we must serve  
5 the handicapped students of all sorts, but we are  
6 focusing on those.

7 We are incorporating -- we are using the  
8 moneys from that particular program for such things  
9 as -- well, as in the math by doing such things as --  
10 what am I trying to say -- where we -- applied  
11 mathematics, applied English, applied science  
12 classes. So we are trying to make that more relevant  
13 to the needs of these particular students. Also, we  
14 are trying to -- we are doing things with that  
15 program. We have it designed to where we will hire a  
16 counselor who will be a coordinator for the Carl  
17 Perkins program. This counselor and coordinator will  
18 be focusing upon these particular students and  
19 offering them information.

20 We are using or we plan to use or we do  
21 use, we have in place more and we will be using more  
22 extensively the career information system, which is a  
23 tremendous system. I was interested when Mr. Pena  
24 stated that a counselor told him that, "Well, you are  
25 not sharp enough to be a lawyer." And this career



1 information system, it's an excellent system wherein  
2 a student can actually go through and actually work  
3 his way through this particular program. It's a  
4 fascinating program. We think it will be of great  
5 help in helping all students, whether they happen to  
6 be the, quote, average students, whether they happen  
7 to be the at risk student, whether they happen to be  
8 the below achiever, the minority students or  
9 whatever, to identify themselves with that particular  
10 program.

11 Also, we have incorporated into our  
12 system, especially in the high school, what we would  
13 call a self-esteem program. We have organized the  
14 natural helpers, which is students helping students.  
15 We have some tutors that we are now using which are  
16 more widespread, which are bilingual, bicultural  
17 students or aides who actually go in and help those  
18 students who are having difficulty. Right in the  
19 classroom itself.

20 We have such programs as the impact  
21 program. The impact program is a tremendous program  
22 to build self-esteem. We had a wonderful opportunity  
23 of where we identified a whole number of students,  
24 students who were, you might say, average, above  
25 average or whatever, mixed them in with those

1 who were at risk. Those students who were maybe at a  
2 lower -- behind one or two grades, those whose grades  
3 were below average, we had them all come together.  
4 We had some sessions where they could talk freely  
5 about their concerns, about the problems and so on.

6 As a result, we saw some tremendous  
7 results that had taken place from this. I know my  
8 five minutes are up, but I just want to very quickly  
9 tell you about some of the other programs that we  
10 have had in the district that I think are very  
11 significant.

12 We have heard a lot said here today about  
13 getting a role model and getting somebody that the  
14 bilingual, bicultural person can identify with. We  
15 were faced with this problem several years ago, and  
16 so what we were directed, you know, with -- okay, we  
17 got to do something about this. So we went about the  
18 process of recruiting bilingual, bicultural teachers.  
19 We advertised, we received nothing.

20 So we went on various different tours.  
21 We said, "Well, where are they?" Somebody says,  
22 "Well, you got to go to the Southwest." So we took  
23 trips to California, to Arizona, to New Mexico, to  
24 Texas. That's where all of the people were. We  
25 attended those different colleges and universities,

1 those teacher training institutions to talk to people  
2 who were in a teacher training program to see if we  
3 could recruit them, to hire them back in our own  
4 district.

5 We found out that in those particular  
6 teacher training institutions, there are only -- it  
7 wasn't much different than what it is at Idaho State  
8 University right now. One or two people in those  
9 universities, in those teacher training universities;  
10 in Rice University, University of Texas,  
11 Texas A and M, Houston University. I could mention  
12 all of them. The only one we found any number at all  
13 was the University of Edinburg, which is -- is that  
14 the one that's in Edinburg?

15 But there we did find about five teachers  
16 involved in the teacher training program. When we  
17 talked to them about coming to Idaho, they were  
18 turned off. When we showed them a salary schedule,  
19 they laughed at us. Anyway, we came back home, and  
20 what did we do? We still needed some bilingual,  
21 bicultural teachers.

22 And so we had to do something  
23 immediately. And so we said that until we get  
24 bilingual, bicultural teachers, we are going to hire  
25 some aides who are bilingual, bicultural. So that's

1 what we did. So we went out to people who were  
2 bilingual, bicultural and we picked up people such as  
3 people that you have heard from today. I mean  
4 Imelda, I mean Irene. People like this that we  
5 picked up who had dropped out of school. We didn't  
6 care whether they dropped out or not.

7 But we hired them as aides to help in  
8 that classroom and help with the teachers. And then  
9 it finally dawned on me one time, and I have told  
10 this story several times, when I took an Education  
11 101 in Albion, Southern Idaho College of Education, I  
12 had a professor there who made this statement: He  
13 says that those who teach tend to go back home to  
14 teach. And so my thought was that by golly, we are  
15 going to raise our own. We raise our own teachers.

16 And so we had this group of aides that  
17 were working for us, so we worked then -- or we drew  
18 up a proposal. We called it rural education -- or  
19 education in the rural world, and worked with Boise  
20 State University and Jay Fuhrman -- thank goodness  
21 for him -- through him and also through Idaho State  
22 University, were able to get a federal grant which  
23 had to come from the colleges and universities,  
24 because it dealt with teacher training.

25 But working with those universities, we

1 got a teacher training program. And with that  
2 program, and using some of those federal funds, plus  
3 the fact that the school district also put in a lot  
4 of hard district money in that particular program, we  
5 hired the teachers, we hired the bilingual,  
6 bicultural aides.

7 Then we set up a salary schedule which  
8 would provide an incentive for the aides to receive  
9 more education. The more education they got, the  
10 higher they got paid. So we devised a salary  
11 schedule so that every six hours of college credit  
12 they received, they'd get a pay increase of \$15 a  
13 month. Then we used those, then we would also,  
14 working in conjunction with Idaho State, especially,  
15 and Angela Lucky, who you just heard from, was our  
16 coordinator from Idaho State University with our  
17 school district, and were able to bring to those  
18 people in that setting a lot of classes from the  
19 university. We released them at 2:00. They could  
20 take classes, they could work on their studies, they  
21 could do whatever they wanted. We paid them for a  
22 full day's work, but they could still do that.

23 On top of that, we also received a grant  
24 from the federal government, Title 7, which somebody  
25 has mentioned here today about some district that

1 used it or turned it back or something. We used that  
2 particular program. As a result of that, we were  
3 able to train and able to see graduated from Idaho  
4 State University 22 bilingual, bicultural teachers  
5 through the career ladder program. We thought, gee  
6 whiz, that's really an answer to all of our prayers.

7 Well, there's another little sequel to  
8 that story. We had a number of our local people who  
9 were in this program. But it also attracted other  
10 people from other areas. So other people came to our  
11 school district, enrolled in the program, got a job  
12 as an aide, went through the program. As soon as  
13 they got their graduation, as soon as we hired them,  
14 we hired them as teachers, and then they began taking  
15 jobs in California, Texas, Arizona. But even so, we  
16 still have 9 of those 22 teachers still working for  
17 us.

18 Now, if you want a recommendation, I  
19 would suggest that -- well, we can talk about all  
20 these other components. But if it talks about  
21 getting some personnel who are bilingual, bicultural,  
22 there is one area that we ought to maybe take a good  
23 look at of funding. You see, I kind of went back,  
24 also, to right after World War II, a tremendous  
25 expenditure, you know, through the veterans program.

1                   But, you know, everything tells us that  
2 that -- all the money that was paid to those veterans  
3 to go back to school was returned back into the  
4 economy of the United States in about 10 or 15-fold  
5 because those people became more productive. And I  
6 think that it would be a good investment if there  
7 were taxpayers' moneys would be used to offer such a  
8 program as we had at that particular time.

9                   Now, we would like to continue on with  
10 that program, but the funding run out, the school  
11 district wasn't able to fund it completely. We had  
12 this Title 7 program. That was a program which ran  
13 for three years. Then we had to redesign the program  
14 so we could get it another three years, which we did  
15 have. But anyway, it proved to be of great help to  
16 us.

17                   Now, also in addition to that, we were  
18 able to put into place, in our particular  
19 classrooms -- and I know you people have been here a  
20 long time, and I promised Representative Kempton that  
21 I would be out of here at 4:00 -- but I have got to  
22 tell you one more thing.

23                   We have installed in our program, we have  
24 some tremendous programs in our district, we start  
25 right in at kindergarten. In kindergarten, we have

1 one teacher who is a bilingual, bicultural teacher  
2 that teaches two sessions, you know. And in this  
3 particular classroom, she has the students who are  
4 limited English speaking students. And at the same  
5 time, any other families can enroll their kids in  
6 that particular class.

7 And in that particular class, they are  
8 taught the instruction in both languages. If you  
9 should visit that classroom, and I invite any of you  
10 to do so, you can see those particular little  
11 things -- all the signs that they have, and the flash  
12 cards and everything else in English and in Spanish.  
13 And those kids are learning -- the English speaking  
14 kids are learning Spanish, the Spanish speaking kids,  
15 they go right along to English, learning Spanish.  
16 The Spanish are learning English right along with it.  
17 It's a tremendous program.

18 We are continuing that program at the  
19 Overland Elementary School where we have a high  
20 concentration of limited English speaking students.  
21 In fact, there's something like 67 percent or  
22 something like that which are minority students in  
23 that particular school. In that particular school,  
24 we have four teachers there who are bilingual,  
25 bicultural. We have aides in all of the classrooms



1 who are bilingual, bicultural. We have programs  
2 there, and that particular school this year, we have  
3 formed a cooperative teaching model where we have had  
4 students breaking into groups, teachers -- excuse me,  
5 students teaching students. We also have some  
6 collaborative teaching models that are working  
7 tremendously well.

8 I got the results from achievement test  
9 scores just this last week. Generally, the  
10 achievement test scores of that particular school, or  
11 the school have run something like 24, 25 percentile,  
12 maybe get up to sometimes a 28 percentile. This last  
13 year, through the program that we have instituted  
14 there, we have the school average being 48 percentile  
15 on the composite score of the Iowa Test of Basic  
16 Skills. That program is a tremendous program. There  
17 are programs out there that can be of great  
18 assistance to us. I would be happy to respond to any  
19 questions at any time you'd like.

20 MR. SWISHER: Madam Chairman, my question  
21 was and is: Do you think that you could get the  
22 active support of Jerry Evans, who was here this  
23 morning, the school districts over in the western  
24 tier of counties, and the school districts on the  
25 eastern slope to support you in getting that kind of

1 funding? There's no reason to have to go to the  
2 federal government to do that.

3 It's a matter of emphasis, it's a matter  
4 of where the dollars go. I am talking about  
5 reassignment, prioritizing the money and  
6 appropriations out of the general fund at the state.  
7 If you have that kind of success story as contrasted  
8 to the tragedy that happened in Glens Ferry, you  
9 know, where good intentions couldn't make it. You  
10 have been under the gun for almost 20 years in  
11 Burley. I don't mean you personally, but Burley.

12 MR. HURST: I don't know how strong of  
13 an advocate we could become in that particular  
14 regard, but I would certainly support any kind of  
15 legislation which would bring that about. I think  
16 one of the tragedies that we have in the state of  
17 Idaho is that dollars are so scarce, and it's very,  
18 very difficult just to maintain a program that we  
19 have. Any additional funds which would be available  
20 would certainly -- should be channeled in that  
21 particular direction. I think it's a matter of  
22 priorities, and I think that we have a priority in  
23 this particular area. I would very strongly support  
24 any move in that direction.

25 MR. SWISHER: What's your own feeling

1 about it? Then I will leave it. My question is  
2 still the same question repeated over, Madam  
3 Chairman. That is, do you believe there can be, and  
4 would you actively do that? I think you can get all  
5 kinds of support. I am not asking you to be the  
6 leader. I am just saying Burley has gone through  
7 more pressure over more time over not just the  
8 bilingual problem inside the school district, but  
9 just community relations. The growth of the Hispanic  
10 community in that very conservative area. You have  
11 had more experience.

12 MR. HURST: I would be very supportive  
13 of that. I was interested in the study which was  
14 made by the task force on Hispanic education. There  
15 is a lot of these things that I would very strongly  
16 support. There are some things that I think that are  
17 not feasible to incorporate into our school system.  
18 And I would not be an advocate for those particular  
19 programs. But there are a good many of those that I  
20 would very, very strongly support.

21 MR. SWISHER: To the degree that what you  
22 have accomplished at Burley is a success story, not a  
23 capital S, but a success story, to the degree that  
24 the movement of teachers from the support and aide  
25 groups into degrees earned on campus or by extension

1 or by both means, to the degree that that has helped  
2 the staff, to the degree that that could be  
3 transplanted into the rest of the system --

4 MR. HURST: I don't see why it can't be  
5 transplanted anywhere. Let's not get carried away  
6 with this thing.

7 MR. SWISHER: I am not getting carried  
8 away. You have done something very difficult, and  
9 the State Department of Education, the last time I  
10 made inquiry, Mr. Hurst, was still even resisting  
11 bilingual as some sort of threat to our society.

12 MR. HURST: But we have not solved all  
13 of the problems regarding minorities in Burley. We  
14 have not. And I don't want to give that impression,  
15 that all of the problems about minorities have been  
16 resolved. They have not. I think there's an awful  
17 lot to be done. I think there's areas that we really  
18 need to concentrate on in Burley.

19 Number one, I think the greatest concern  
20 that we have is to somehow get families and get  
21 parents to really get thinking in terms of Mr. Pena's  
22 dad, that type of thinking. And somehow we have got  
23 to reach those parents to say, "Education is  
24 important, the school does an important thing, and  
25 let's get with it." So there's that component that

1           somehow we have got to be able to reach the parents.

2           MR. SWISHER:           I just heard something out  
3           of the Wilder area halfway into this panel, the  
4           exchange we had, trying to keep a transcript while  
5           somebody spoke Spanish to the court reporter who  
6           can't transcribe Spanish. He told you something  
7           about that. All I am trying to say is I am trying to  
8           get from you a commitment -- you are not required to  
9           make it, all we are here is in an advisory capacity.

10                   I am trying to get you to say damn it, if  
11           something works to some degree in Burley, what is the  
12           reason it cannot be picked up and transported, why  
13           can't it not be lifted up to the state level, cannot  
14           the case be made with education dollar priorities  
15           that this is fundable, that this will work, let's go  
16           with it. Not that it's a solution.

17           MR. HURST:           There's no reason why others  
18           can't do the same thing. I think it's just like the  
19           old philosopher who said to the young kid with that  
20           bird in his hand, "It's whatever thou wilt." And I  
21           think that's what it comes down to. I think there  
22           has to be a will.

23           MR. SWISHER:           Do you have the will to do  
24           that? Or are you still on the defensive?

25           MR. HURST:           I think we have demonstrated

1 from what we have done over the last number of years  
2 that we have not only had the will, and the fact that  
3 we are continuing to do what we can to improve the  
4 status of the minority students and to see that all  
5 students are able to reach that final step and walk  
6 across that stage and receive that final diploma. I  
7 think we are demonstrating that.

8 MR. SWISHER: Thank you.

9 MS. ESQUIBEL: Let's go ahead with our next  
10 speaker.

11 DR. DONICHT: My name is Terrell Donicht,  
12 superintendent of schools in Twin Falls. Since Norm  
13 and I are the exact opposite in most areas, I will  
14 also be the exact opposite in our presentations. As  
15 long as his was, mine will be short. Normally,  
16 though, much of what Mr. Hurst is talking about that  
17 happens in his area educationally to the students  
18 happens in ours.

19 We have access to most of the same  
20 programs that Burley has. We have Chapter 1 for  
21 disadvantaged, we have Chapter 10 migrants -- for  
22 those students who are of the migrant population.  
23 With respect to the composition of our school  
24 district, we have 6800 kids, we have roughly a little  
25 over 8 percent who are Hispanic. It is one of the

1 smaller concentrations, I think, in the area as far  
2 as proportion.

3 That's quite a number of kids; but as far  
4 as proportion of our student body, not particularly  
5 high. We have a higher than average number for the  
6 state of Idaho in the number of Asian students, namely  
7 Laotians and Cambodians; and we are now getting in a  
8 large number of Eastern European students largely  
9 because Twin Falls School District is in the location  
10 where the only -- one of two refugee centers in the  
11 state of Idaho exists. So we are --

12 MR. SWISHER: One of two what centers?

13 DR. DONICHT: One of two refugee centers,  
14 one in Twin Falls, one in Boise. The composition of  
15 our minority population is probably different than  
16 anyone else's. Nevertheless, with respect to the  
17 Hispanic students, again, we provide, for the most  
18 part, the same federal programs. Probably operate  
19 them a little differently with respect to we are  
20 trying -- I don't know if Burley is or not. But the  
21 in-class model as opposed to the pull-out model. We  
22 are compiling some of that.

23 We do have some of the Bridge Program  
24 where we have Hispanic students from CSI serve as  
25 models at the junior high for Spanish kids relating

1 not only to the kids, but to their parents; and  
2 trying to form some communication links between the  
3 parents and the school. Other than that, I would  
4 guess that since we are all monitored by the federal  
5 government the same way, our other programs are  
6 roughly the same.

7 Norm, I think, does have a far more  
8 better staff development program than we do. Because  
9 other than provide a little bit of in-service  
10 training for migrant aides and teachers, we don't  
11 have a program that leads to any sort of a degree or  
12 anything like that similar to his district. As you  
13 mention, Mr. Swisher, what's the possibility of the  
14 state of Idaho changing priorities or establishing  
15 Hispanic education as a priority? I can only give  
16 you my impression.

17 My impression was formulated when this  
18 report was delivered to the State Board of Education,  
19 along with two other task forces on education. This  
20 one received -- was received almost incidentally.  
21 Oh, yeah, we forgot to hear about the Hispanic task  
22 force. The first two were ballyhooed, lot of  
23 presentations, the governor was there. This one, oh,  
24 yeah, we still have to do the Hispanic. It was  
25 received well, everybody was saying they did a good



1 job.

2 I think if you will look at the  
3 priorities established as a result of that state  
4 board meeting, none of these are listed as far as  
5 the -- Similarly, very few of the other two task  
6 force report items are included in those lists, or  
7 are included in the state appropriation as state  
8 programs. So I think you will find not only  
9 legislative and fiscal support for this task report  
10 lacking; but similarly, I think you will find the  
11 same thing for the other two task forces, which are  
12 for comprehensive education in the state of Idaho.

13 MR. SWISHER: You mean lacking at the  
14 state level?

15 DR. DONICHT: Support financially from the  
16 state. If you go through these item-by-item, you put  
17 on a price tag. Our school district is no different.  
18 We are 112th out of 115 school districts in per  
19 people spending. Less than \$2200 per kid per year.  
20 Idaho is 45th out of 50 in per pupil. The national  
21 average is around \$5000 per pupil per year. We don't  
22 spend enough money on all the kids, let alone on  
23 minority kids. That's true. If you expect school  
24 districts in Idaho to alter their priorities, I am  
25 not sure that that will happen.

1           MR. SWISHER:           I am being, I am sure, a  
2 nuisance. It must tick the chair off, but I can't  
3 quit asking the same question over and over until I  
4 hear some answers that I think are there and are  
5 available from school superintendents. Is there not  
6 support in the industrial community, is there not  
7 support on the campuses, is there not support in the  
8 Legislature for a --

9           DR. DONICHT:           In principle, yes.

10          MR. SWISHER:           -- move in this direction?  
11 If this were a panel meeting in California instead of  
12 in Idaho, most of the things that we have been  
13 talking about today that are unfunded are funded.  
14 Not only funded by the feds, they are funded by the  
15 electronics industry, they are funded by the aircraft  
16 industry, they are funded whether from federal or  
17 private sources. We are in an agricultural and  
18 timber state where those sources are irrelevant.

19                           We are sitting here talking to the Farm  
20 Bureau, for god's sake. No wonder we can't hear  
21 ourselves thinking. Isn't it possible that in Idaho  
22 we could talk to the people who have the payroll  
23 problems in the food processing industry, who do have  
24 the payroll problems in the electronics industry, who  
25 do have those problems at INEL? Can't we get a

1 consensus of lawmakers from the eastern slope, from  
2 the Magic Valley, from western Idaho who would say  
3 these are dollars better spent?

4 The current construction outlay in just  
5 penal institutions would make Jim Taylor come back  
6 out of his grave. He would be so distressed to have  
7 been -- have somebody top him. They are doing things  
8 now with general fund dollars that were once used to  
9 build this campus when Jim Taylor was its president.  
10 Now the kingdom keepers are the bricks and mortar  
11 people in penology, instead of the superintendents.  
12 My question is can those priorities be changed?

13 DR. DONICHT: Yes, they can be changed.  
14 Yes. But we are arguing education all the time. I  
15 think everybody in society argues education all the  
16 time. For money you put up front to educate a child,  
17 you are saving X number of dollars in prison  
18 consequences or welfare costs or whatever.  
19 That's all nice in theory, but you don't see it  
20 applied.

21 We have not -- since 1976 when I came  
22 back to Idaho, have we applied that in education in  
23 general or for minority students in particular. I  
24 cannot think of a single education appropriation for  
25 minority students of any kind, except for I think

1 this last year when there were some scholarships, 10  
2 or 12 for the state for the Hispanic students. I say  
3 based on past experience, if I think that it's  
4 logical that this is going -- that it's probable it's  
5 going to happen, no. Possible, yes.

6 MR. PENA: Who has to initiate that? I  
7 guess I am getting a little confused. It seems like  
8 the state board does not include them in their list  
9 of priorities.

10 DR. DONICHT: I am not saying they do. I  
11 am saying my impression of that particular -- and  
12 failing --

13 MR. PENA: In some respects, I will  
14 agree with you in a sense. We did have to go through  
15 a lot of presentations, a lot of meetings to say  
16 there is a priority. If the school districts don't  
17 support some of these and come out with the  
18 recommendations of the school districts, sure,  
19 community-based organizations are not going to get  
20 that to the Legislature, not as strongly as the  
21 school district would. Who would do it?

22 DR. DONICHT: School districts haven't had  
23 a lot of success getting measures through the system.  
24 Number one, we don't carry our own legislation, so to  
25 speak. It's carried by legislators, it's voted by

1 legislators. It's affected by all the lobby groups.  
2 The administrators, in particular, have not been an  
3 effective lobby group. In fact, we get the ex-coach  
4 attitude time and time again. And quite frankly, you  
5 know, it affects me the same way as a racial joke  
6 would affect or an ethnic joke would affect you  
7 people.

8                   Nevertheless, as far as who is going to  
9 do this, it's got to be done through the Legislature,  
10 it's got to be a priority of the people in Idaho  
11 through their vote. And I just don't see that, at  
12 least in the past. Now, whether or not we can  
13 project that to the future or whether we have to wait  
14 for the system to change before we come together, I  
15 don't know. The probabilities, in my opinion, are of  
16 this last appropriation last January are not  
17 reflected at having education as a high priority, nor  
18 minority education as a high priority.

19                   MR. PENA:                   I guess what I see is that  
20 there's a big push towards partnership, big  
21 partnerships being mentioned in these. But I don't  
22 see the partnerships, you know, being formulated with  
23 school districts to push the kinds of issues we are  
24 talking about here. You know, we have heard about  
25 other partnerships that seem to work pretty good.

1 You know, they seem to be working.

2 You know, whether there was money there  
3 or not, not all issues were tied to funding. And I  
4 know you are concerned with the budget and you are  
5 concerned with those kinds of things, and you have to  
6 be. But I don't see that kind of partnership even  
7 within the school districts themselves where there  
8 are large minority populations pushing to get some of  
9 these things accomplished. This is new.

10 DR. DONICHT: Quite frankly, I don't know  
11 the answer to whether or not we can create  
12 partnerships within the system as long as we try to  
13 keep segmenting the populations through funding  
14 proposals. For example, we segment the Chapter 1, we  
15 segregate the Chapter 1 students by design, because  
16 that's required through the regulation. You know,  
17 only now are we experimenting with an in-class model  
18 using Chapter 1 moneys, because you can't mingle the  
19 two populations.

20 We segregate special education from  
21 regular education for the same reason. We put all of  
22 the EIs, emotionally impaired, emotionally disturbed  
23 separate. We do all of that separately and they are  
24 funded separately. They have their own budgets, they  
25 have their own requirements. I am not sure that by

1 doing that with every minority group that needs some  
2 help is going to formulate partnerships overall. I  
3 am not sure.

4 MR. HURST: If I might, I think you  
5 bring up a very good point, you know. Somehow a lot  
6 of businesses, as we have noted, feel like that  
7 public education is an area that they shouldn't touch  
8 or maybe is too risky or they are not interested in  
9 touching. And I wonder why that is. We have set up  
10 a mechanism for an endowment fund, for endowment  
11 moneys, and we have received very, very little.

12 We got one grant here to honor  
13 handwriters, but through this private industry  
14 council that you are talking about, if there was some  
15 way this private industry would cooperate with us, we  
16 have a working arrangement with Mr. Stern -- I don't  
17 know whether Mr. Stern is here today or not -- but we  
18 have a program all set up with him with the new  
19 Carl Perkins Act where we are using the resources of  
20 Ore-Ida right within our school system.

21 But it's a token thing, but I'd like to  
22 see that really emerge into something which would be  
23 a significant contribution to public education.  
24 Certainly, it would be another source of funding.  
25 And I agree with you, that I think private industry

1 would receive tremendous dividends if they would  
2 invest more money in the public school system towards  
3 minority education.

4 DR. DONICHT: I didn't mean to imply -- I  
5 thought you were talking about partnerships within  
6 our system, not between us and business.

7 MR. PENA: I was talking about both.

8 DR. DONICHT: We have a very good  
9 relationship with respect to business. In this  
10 community, they have been very supportive. They run  
11 a public relations campaign for us to get parents  
12 involved in the system. They are championing our  
13 bond issue, et cetera, et cetera, et cetera. That is  
14 not a problem. We are developing partnerships, adopt  
15 a school. The whole gamut.

16 The programs for the kids are so  
17 segmented. In addition to that, we are trying to do  
18 everything for everybody. If you want to take a look  
19 at an elementary curriculum, for example, between  
20 McDuff the dog, protect your kids from fire, wear  
21 bike helmets, seatbelts, all the little units  
22 presented haven't a damn thing to do with students'  
23 education in the basic skills area, and yet which we  
24 are expected to provide and follow through that with  
25 health education, AIDS education, substance abuse



1 education, multi-cultural education, vocational  
2 education. I can list a thousand of them.

3 MR. SWISHER: You left out sex.

4 DR. DONICHT: I didn't want to touch that  
5 one. Although, that is in there. It's received a  
6 lot of notoriety lately. I am not sure that we are  
7 not already fragmented to the point that that could  
8 be why we don't do an effective job in the three  
9 things or four things that we expect to do the job  
10 in, the basic skills. I am not so sure that that  
11 might not already be the case. It could be that  
12 society needs to redefine what they expect public  
13 schools to do and help us focus on what they want,  
14 and forget about those things that should be taught  
15 in the home, the church or elsewhere.

16 MS. SHULER: Madam Chairman, I just want to  
17 compliment you, too. I am an old school board member,  
18 and I can't remember when I have been as stimulated.  
19 It's really nice. You guys have had some people dump  
20 on you, the schools. I want to tell you that I was  
21 very impressed with what you had to say with the  
22 creativity and your energy. I just think you need to  
23 be congratulated. I don't mean to leave out the other  
24 two of you. You all did a good job.

25 DR. DONICHT: With respect to Mrs. Rivera,

1 she could probably tell me what to do that I don't  
2 know. Thank you.

3 MS. ESQUIBEL: Thank you very much. I  
4 appreciate you coming. We have Joan Dilweg, director  
5 of the dropout prevention. Marian Pritchett, our  
6 other presentor is not here.

7 MS. DILWEG: Madam Chairman, committee  
8 members and interested friends, my name is  
9 Joan Dilweg, and I have been teaching in the  
10 Pocatello School District for 25 years, and I am also  
11 on the adjunct faculty of Idaho State University.  
12 The program that I wanted to talk to you about is one  
13 called Operation Rescue, and the funds for that came  
14 from the National Education Association through the  
15 National Foundation for the Improvement of Education.  
16 It's called NFIE for short, N-F-I-E.

17 And there are four components in the  
18 national foundation, and probably better known to  
19 most of you as the Christa McAuliff Foundation. But  
20 Operation Rescue also falls under that. Where does  
21 the money come from? It comes from teachers  
22 throughout the United States in increments of \$5,  
23 \$10, \$25 donations that teachers throughout the  
24 United States send into the foundation. And then  
25 that is used for the funding on the grants.

1                   I was sitting at a school board meeting  
2 when I was president of the Pocatello Education  
3 Association talking to Carol McWilliam, who is the  
4 principal at Pocatello High School, and she was  
5 talking about the re-entry program at Pocatello High  
6 School. And so she was talking about the money that  
7 she needed to fund this program. They said, well,  
8 you know, let's go ahead and I will write the grant  
9 to Operation Rescue and we will see what happens. We  
10 are astounded that we had received funding for that.

11                   And I would like to tell you a little bit  
12 about the re-entry program that is there at Pocatello  
13 High School. The students met once a week for three  
14 hours, and they received one elective credit, and it  
15 can be for students who are not in school or students  
16 who are in school, either one. Anyone who is  
17 interested in receiving that credit.

18                   The classes were in self-esteem,  
19 computer. We did a unit on learning the computer and  
20 writing a resume' so that they could go out and apply  
21 for a job. It was in some vocational work and so on.  
22 And I think probably all of you know that the way to  
23 any student's stomach is food. And so each evening  
24 that we held the class, we had a half-hour break and  
25 we had a meal that was prepared ahead of time and

1 given to the kids. A lot of kids, it was the only  
2 meal that they had during the day. We would have  
3 anywhere from pizza to gyros sandwiches and so on.  
4 And if the students missed more than three absences  
5 and so on, they could not get credit for the class.

6 So it was set up through the school  
7 district. That was extremely successful. Then the  
8 next year we decided to expand that, and I rewrote  
9 another grant to the national foundation, Operation  
10 Rescue. And we expanded that to the other high  
11 school, Highland High School, Hawthorne Junior High  
12 School and Tyhee Elementary. And at the Highland  
13 High School -- and we extended the one, also, at  
14 Pocatello High School. We kept that re-entry  
15 program.

16 The one at Highland High School, we  
17 basically wanted to do a tutoring program in English  
18 and math, because that's where the students had  
19 indicated that they needed the most help. And the  
20 math program eventually was the one that was really  
21 the most important, and we also -- we used both peer  
22 tutoring and faculty members that would come in in  
23 the evenings and do that. We held that twice a week  
24 after school.

25 Then we also, in the grants, I wrote that

1 we would have a bus that would go from Highland to  
2 Hawthorne to Tyhee to the reservation that would  
3 leave 20 minutes after the class was over. And this  
4 was then right after school. So the kids would have  
5 transportation to the reservation and back. The  
6 students did not have to be Indian students to take  
7 that, but they did have to be on that particular bus  
8 route.

9 Hawthorne Junior High School, their  
10 program was a little bit different because their  
11 faculty felt that their area needed a little bit  
12 different thrust. They did a lot in study skills and  
13 in self-esteem. And they did some tutoring, also.  
14 At the elementary school, we also did some  
15 self-esteem and some special help with the reading  
16 and the programs like that. That was funded for  
17 several years. And what has been really exciting is  
18 that the school district, having been more fully  
19 aware of the problems of dropout kids, have picked up  
20 a lot of the programs.

21 As I say, Pocatello still has their  
22 re-entry program, but there is now a teen parenting  
23 program at the Roosevelt School. And this is open  
24 for any young girl from 7th grade to the 12th grade,  
25 and there are 7th grade students there, with babies

1 or pregnant. There are 52 young girls enrolled in  
2 that program, and 10 will graduate this year. They  
3 receive basic education classes, they receive  
4 parenting and child care classes. Some of the  
5 funding comes through the vocational and ADA, and the  
6 public library helps. ISU is helping. So they are  
7 getting a lot of help for this teenage parenting  
8 program.

9 We also have new this year a halo program  
10 that is associated with Idaho State University. They  
11 have two chapters, one at Highland High School and  
12 one at Pocatello High School. We have 47 students at  
13 Pogy, and 40 at Highland. They have their own  
14 groups, and the parent support from that has just  
15 been tremendous. They meet twice a month at lunch,  
16 and they are holding dances to raise money, because  
17 there is no funding for this, to attend the  
18 leadership symposiums in Boise.

19 And it is to help promote leadership and  
20 scholarship, to make the kids aware of scholarships  
21 that are available. This has really been exciting.  
22 Carol Brown, who is a counselor in Pocatello, is  
23 heading this. They have also gotten some support  
24 from the Idaho Migrant Council. We have also  
25 expanded into a full night class. This semester, we

1 have 183 students this semester that are in the night  
2 class, and they can take the basic education classes  
3 so that they can -- the kids that are working  
4 part-time and cannot go to school in the daytime or  
5 they have had such bad grades that they need to pick  
6 up additional credits can do that. So we have a  
7 fully expanded night school.

8           There's also a new organization called  
9 SOTO. Students On Their Own. And one of the  
10 students was nominated for a national scholarship  
11 from the Pocatello High School and received that. My  
12 special interest has been in the native American  
13 students, and I initiated -- wrote the curriculum and  
14 initiated a class, Native American Literature at  
15 Highland High School.

16           I have also taught some native American  
17 classes at Idaho State University. I am on the --  
18 serve on the Idaho State Indian Council, and we have  
19 offered some classes in native American issues and  
20 teaching native American students and also native  
21 American literature. We are in the process of just  
22 finishing up a handbook for teachers on helping them  
23 understand native American students more. And I am  
24 really excited to tell you that we now have a minor  
25 offered in Native American Studies through the

1 anthropology department.

2           Some of the concerns that I have and  
3 would like to see addressed in some of our committee  
4 work is that we go through the national tests, SAT  
5 and ACT tests, and remove the minority bias questions.  
6 See to it that we identify those and try and get  
7 those removed from the national tests, because they  
8 do affect all minority students, the Hispanic and the  
9 native American and the Asian students.

10           One of the things that was really neat  
11 with the students at Highland High School was that  
12 during the Martin Luther King recognition week, the  
13 students formed a committee and we put some ads out  
14 in the daily bulletin, said if you are interested,  
15 come on in. And we had a tremendous response from  
16 the minority students and the white students and so  
17 on. And one project that they wanted to do last year  
18 was to go into any of the classes that were  
19 interested, such as history or government, and talk  
20 about prejudice and the effects insensitive remarks  
21 have on them.

22           It was really interesting to see a young  
23 girl from Los Angeles who came up. She wore the  
24 typical outfit, a short, mini, mini black leather  
25 skirt and boots, about 12 earrings, pierced earrings



1 on the side, black lipstick and so on. She was one  
2 of the gals that went with the native American  
3 students and the other minority students to the  
4 classes to talk about prejudice and the remarks that  
5 were made to the different people. And it really  
6 worked well. We had some role playing situations  
7 ahead of time so the kids could kind of know what  
8 kinds of questions that might be expected.

9 The Native American Indian Club that was  
10 started by myself in 1961, this year I thought has  
11 made tremendous strides as far as leadership is  
12 concerned. They organized a committee on Desert  
13 Storm and put the yellow ribbons on the trees in  
14 front for all of the students that had graduated from  
15 Highland High School that were in the service, and  
16 spent a lot of time doing that.

17 The one thing that has been really  
18 rewarding that I don't know if it will ever happen  
19 again, but last year we graduated every native  
20 American student that was eligible for graduation,  
21 first time ever at Highland High School. And that  
22 was with an average 3 point GPA. As I say, I don't  
23 know that it will ever happen again, but it  
24 certainly -- When I first started working with the  
25 native American students in 1967, we are graduating

1 more and more every year; which is, I think, really  
2 neat. We are not saving all of them. And it seems  
3 that we lose a great deal of them when they get to  
4 college. These are just some of the things that I  
5 have been working on in Pocatello, and I'd be glad to  
6 respond to any questions that you have.

7 MR. WARD: My name is Cecil Ward. I  
8 work for Boise Cascade Corporation in Burley, Idaho.  
9 I also work for the College of Southern Idaho as a  
10 full-time instructor. I worked for J. R. Simplot. I  
11 have worked for Ore-Ida Foods in the training and  
12 education capacity. In the last five years, I have  
13 traveled throughout the United States, and from  
14 Carolina to Washington, have set up a variety of  
15 educational programs from GED programs in Carolina to  
16 college curricula on transformation of American  
17 industry at Corvallis.

18 During that time, I think the most  
19 outstanding thing with minority students or any  
20 student in the school districts today is the fact  
21 that very few people understand the changes that are  
22 going on in industry. Motorola, which I met with two  
23 weeks ago, puts out a pamphlet -- and I give a  
24 pamphlet to Madam Chairperson -- "The Crisis in  
25 American Education."

1 Motorola has been one of the most forward  
2 people in the education realm in taking over part of  
3 the schools in the states in which they work. Mainly  
4 because they are finding, and all of us are finding,  
5 that we are not so much worried about the dropouts,  
6 because most of the dropouts can come to work and  
7 have a better understanding of math, reading skills,  
8 because they need it. We are worried about the high  
9 school graduates, many of whom cannot read, write or  
10 do basic skills.

11 So American industry last year, 1990, we  
12 spent, collectively, \$73 billion on education and  
13 training from Motorola's university of 500 curricula  
14 to McDonnell-Douglas who has over 1000 different  
15 training and educational opportunities. The price of  
16 education to industry, a statistic that -- I was  
17 supposed to get the report before I came here -- I  
18 would have liked to have shared that, shows that for  
19 every dollar spent on adult education, the return  
20 within the first fiscal year is 10 to 100 percent.

21 Last year, with 27 people who were given  
22 the chance to go through a college computer class and  
23 work on a waste program, January 1, we were able to  
24 reduce our waste in the Burley plant by \$20,000, and  
25 maintain the savings through that \$2500 investment to

1 the end of 1990, with a savings of \$300,000.

2 Awareness, a basic awareness. We haven't  
3 been able to get a good partnership with any of the  
4 colleges, universities, high schools or schools  
5 within Cassia County or any other state. So industry  
6 has taken it upon themselves to keep the money within  
7 the plant, hire the best from all these  
8 organizations. Idaho State has been hit hard, the  
9 education department, especially vocational and home  
10 economics. When Dr. Smith and Croy were both hired  
11 from INEL at about twice their rate of pay -- INEL  
12 right now boasts that they have more trainers than  
13 the whole state of Idaho has for vocational trainers  
14 or educators. That's pretty phenomenal.

15 And in industry alone today, you are  
16 finding that. The wages are high. And the last  
17 quality progress magazine that came out, an average  
18 for quality trainers or quality experts, the range  
19 was from 30,000 to 120,000 for industry per year. So  
20 we can see very quickly why our best educators, our  
21 best bilingual students go to industry.

22 Among the many challenges we have,  
23 especially in southern Idaho, is the fact that  
24 education is not taking a priority in legislation.  
25 As Mr. Hurst has said, it's low on the agenda. We

1 are agricultural, people don't want to spend the  
2 money. Until we do, industry will. But the benefits  
3 to the community will be very limited. In all the  
4 programs that we put on at Boise Cascade, Ore-Ida,  
5 Simplot, we offer those to -- the classes to spouses  
6 and dependents.

7 Now, when the first workplace literacy  
8 came out, Boise Cascade was very much involved with  
9 that. We put on basic English, a basic math. And we  
10 lobbied and won a sign language, in which 30 percent  
11 of the population of our plant took on their own time  
12 to go through sign language courses. We do hire the  
13 hearing impaired. And most of our people had no idea  
14 how to communicate. We have had basic Spanish and a  
15 variety of other classes. We have had to fight hard.  
16 Colleges were not willing to let go of their  
17 traditional views of when college classes should be  
18 given.

19 Right now, I have three nights a week in  
20 which I teach college classes until 1:00 in the  
21 morning. Most college professors won't go off campus  
22 or on premise after 5:00. Those classes are packed.  
23 I have a full-time, eight-hour day job at Boise  
24 Cascade. I am running 200 students through college  
25 curricula programs from Principles of Management to

1 the Quality Assurance classes, which are self-esteem;  
2 and many of the other basic human skills needed for  
3 industry today. All those classes, we offer to  
4 spouses and dependents. We offer college curricula  
5 because we find there's a dedication to education,  
6 and also a commitment to follow through on the  
7 classes.

8 Everything we offer is on people's own  
9 time, and we find that we have no lack of people who  
10 want to be involved. A wide range of intellectual  
11 abilities, but the fact is that in industry today we  
12 want people to work smarter, not harder. And their  
13 jobs are expanding to the point where we don't have  
14 the luxury of saying, "You aren't smart enough." We  
15 are saying, "You are smart enough, everyone has  
16 intellectual abilities we can expand, and we are  
17 doing it." And with that, I hope there's lots of  
18 questions. Thank you.

19 MR. SWISHER: It's all very important, but  
20 part of the frustration of some of the people who  
21 have testified to us today is that when efforts to  
22 accomplish within the school system what industry is  
23 doing independently, those efforts are taken to the  
24 lawmakers or to the school patrons, collectively  
25 industry fights them. I am thinking of the Idaho

1 Association for Commerce and Industry. I am thinking  
2 of the lobbying group that controls state budgets and  
3 for reasons having to do with arrest, I suppose, of  
4 industry's agenda, we have not had the kind of  
5 partnership between industry and educators that  
6 exists in California or exists even in the  
7 Puget Sound area. Is there some way we can work on  
8 that?

9 MR. WARD: Yes. I think the answer is  
10 that that we have talked about many times during this  
11 hearing today. We need some leaders, and we need  
12 some people that are not afraid to spend 16 hours a  
13 day working on what you want to accomplish. I think  
14 right now we have a real lack of people who really  
15 want to get in and fight the battles. And I think  
16 that a lot of us would like to see things happen  
17 immediately with very little effort. They can happen  
18 immediately, but they take a lot of effort, and it's  
19 very difficult work. And I don't think that that  
20 awareness is really out there yet. If you want it,  
21 go get it. If you think it will happen, it will.  
22 But if you think it won't, you are also going to be  
23 right. And I think that's where we stand.

24 MR. SWISHER: I will back off, but could I  
25 suggest that your advice that industry wants workers

1 who work smarter not harder may also apply in the  
2 area of leadership? It's possible to spend an awful  
3 lot of time spinning your wheels when instead  
4 strategy could supplant just grunt labor in changing  
5 public policy.

6 MR. WARD: There is no such thing as  
7 grunt labor any longer. We see that in southern  
8 Idaho very fast. The potato processing industry,  
9 Boise Cascade no longer have the basic entry level  
10 positions. In fact, all industry in southern Idaho,  
11 whether they vocally admit it, look at high school  
12 education and now college education as a criteria for  
13 entry level. And with that, I don't believe that a  
14 lot of our students in high school realize, nor do  
15 their parents, the radical changes in industry.

16 And with Motorola and some of the  
17 comments they made at the conference which raised a  
18 lot of minority eyebrows was the fact that "we don't  
19 care who you are, if you don't have the skills,  
20 we are not going to hire you." Motorola spent  
21 \$6 million last year on education. They are not in  
22 the education business. They say that. "We will  
23 educate the people we have, and we will educate to  
24 our need, but we need skilled people." And high  
25 schools are not giving the basic skills of math,



1 reading and computation.

2 MS. DILWEG: I have got to take issue  
3 with that. When you face students who are so  
4 apathetic and the very first thing they think about  
5 is to get a job at the fast food restaurants or  
6 something like that, the number one priority is  
7 getting a car, buying a car. A lot of those kids --  
8 and you know, like McDonald's and those places are  
9 hiring kids and letting them work -- making them work  
10 until 1:00, 2:00 in the morning.

11 Then we get the kids at 8:00, and I mean  
12 they are so tired, they can't stay awake. Even when  
13 they are in class, they don't hear anything that's  
14 said. They get poor grades, they have poor study  
15 habits. I mean that's not where their priority is.  
16 Their priority is to get a car and to get -- you  
17 know, to work. And I blame a lot on industry for  
18 hiring those kids past the time that they should be  
19 home studying.

20 You know, if I were a king, I'd say you  
21 can't get a job until you are through high school.  
22 But the sad thing is that the parents back the kids  
23 up, because they want somebody to run the younger  
24 ones to their lessons or to football or to debate or  
25 whatever it is, so they want that burden, because the

1 mother is no longer at home to do a lot of that  
2 running around. And they need the help. And so you  
3 don't have the backing, a lot of times, of the  
4 parents. They want the kids to have jobs, too.

5 MR. SWISHER: Using the word industry with  
6 respect to payroll as if it were a monolith, is  
7 terribly misleading. What he's saying about Motorola  
8 and Boise Cascade is almost irrelevant to what you  
9 are saying about the fast food industry and that  
10 phenomenon. They are two different things.

11 MS. DILWEG: Yes.

12 MR. SWISHER: They are two different  
13 worlds.

14 MR. PENA: I guess my question would  
15 be, Mr. Ward, that you mentioned \$72 billion on  
16 education. I am sure that's nationally.

17 MR. WARD: Yes.

18 MR. PENA: We look at Idaho, it's a  
19 growing industry, we are starting to grow, I agree.  
20 There are some changes occurring in industry. But  
21 there are also changes occurring in different levels  
22 in the industry. But still some of the work force  
23 that was there a long time ago, have been there with  
24 Simplot's and Ore-Ida and et cetera, a lot of that  
25 money was spent in this state basically to retrain

1 the work force that they have.

2 But not much of that money that you are  
3 talking about, as I see, is for the dropout rate.  
4 The dropout rate basically is preventing that from  
5 the schools -- kids that are in the schools, which is  
6 a different kind of approach, different kind of  
7 education. Those \$72 billion and whatever portion in  
8 this state that industry said it's put out to take  
9 care of that kind of problem, that side of it, I  
10 don't think very much has gone into that area. Or  
11 has it?

12 MR. WARD: The national estimate on  
13 that of last year was 10 percent. I think in  
14 southern Idaho, I know with Boise Cascade,  
15 J. R. Simplot and Ore-Ida, the GED program is a very  
16 subsidized program and hit very heavily. In our  
17 plant alone in the last five years, we have virtually  
18 eliminated the GED problem. And that's not just with  
19 older people. That's new hires. And that we have  
20 now 70 percent of our work force, 70 percent of 120  
21 in college classes. And that's college classes being  
22 put in plant with plant issues, such as Principles of  
23 Management, the Quality Issues, SPC, Statistical  
24 Process Control, Basic Computer, and a lot of these  
25 other issues. And like I say, they are broader than

1 just the normal industrial theme.

2 MR. PENA: What I am saying is outside  
3 of staff development, being a manager: I looked at  
4 my staff and all of the sudden I saw the computers  
5 coming in and I required my staff to be trained, and  
6 I improved all kinds of classes to train my staff to  
7 be ready for that kind of thing we are facing. That  
8 was my staff. But when I am talking about industry,  
9 the superintendent from Burley talked about he built  
10 a fund out there to try to take care of -- try to  
11 take care of his bilingual teacher need, try to take  
12 care of the Hispanic problem need. That money that I  
13 am talking about is outside the staff development,  
14 outside the industry, within the community. That's  
15 the money I am talking about.

16 MR. WARD: Okay, there is a lot of that  
17 money. I have tapped a little bit of that in the  
18 Ready To Read Program in which Dworshak School the  
19 year before last got, I think, \$1200 for some books.  
20 Pershing School got it in '90. That went into the  
21 library. You have got to be innovative. The money  
22 is there. It's just the approach you take in  
23 weasling it out, I guess.

24 I have talked to Madam Chairman several  
25 times on moneys, scholarships. I have a lot of

1 scholarships, wide variety of scholarships coming  
2 across my desk that are virtually being unused. And  
3 I have turned them to some high school students from  
4 time to time. And the counselors haven't even  
5 acknowledged that they were even there.

6 I have been working on some for athletic  
7 scholarships and haven't been particularly  
8 successful. But they are out there. The money is  
9 out there. It's just who's got the motivation to go  
10 after it. In response to your -- The industrial  
11 moneys are used for a variety of different projects  
12 if you have got the leadership ability to go for  
13 them. Industry likes to keep a tight hand on it, and  
14 rightfully so, because most school administrations --  
15 and we have had this with several grants.

16 We went for a grant for using computers  
17 for the industry in Burley, Idaho; for Ore-Ida,  
18 Simplot and Boise Cascade to use for their employees,  
19 for regular employees, which was off-site training.  
20 We found once the college got them, they use them for  
21 whatever they want, and we don't get access to them. I  
22 think that most of industry feels that way. We will  
23 work with schools, we will work with colleges and  
24 universities. But once they get the money, they do  
25 whatever they want with it, and industry doesn't get a

1 return on their investment. So it's pretty tight.

2 MS. SHULER: I guess my only question  
3 would be a comment. I guess I am a little bit  
4 troubled by what I hear. I may have heard  
5 incorrectly, but I am hearing you say on the one  
6 hand, why work for the schools, because you have to  
7 be an idiot, because you can make beaucoup more bucks  
8 if --

9 MR. WARD: I didn't say that.

10 MS. SHULER: That's how it's coming  
11 across.

12 MR. WARD: A lot of the expert  
13 teachers.

14 MS. SHULER: It came across that the  
15 really good people are out of the public school  
16 system because that's where the money is. And I  
17 don't want to make a comment on that; but at the same  
18 time, you have been very critical of the school  
19 system, saying they are not teaching the children  
20 basic things. And I think that if that's true, I am  
21 not willing -- I don't know that it's true, I am not  
22 an educator; but it would seem to me that there's  
23 just a huge gap there of stuff that leaves me real  
24 troubled.

25 If we have -- taking your premise that

1 good people, just taking your words that the good  
2 people are going where you can make \$120,000 a year  
3 when we have school districts that are paying \$18,000  
4 for college graduates, and Idaho is at the bottom of  
5 the heap, does industry have any responsibility to  
6 try and rectify that? You know, this great  
7 imbalance.

8 MS. DILWEG: It's 14,500, beginning wage  
9 in Pocatello.

10 MS. SHULER: I must have taken a master's  
11 grade teacher. I am just a little troubled, because  
12 I am a strong believer in public education. You were  
13 very critical of the public schools. And I didn't  
14 know that there were that many students that weren't  
15 reading. I wondered, do you have dialogues with your  
16 superintendent to tell him he's graduating people  
17 that don't read? I mean he was a man who really  
18 impressed me. I would think that if he's graduating  
19 students that don't read, that he'd want to know  
20 about it.

21 MR. WARD: Do you want a response?

22 MS. SHULER: Yes.

23 MR. WARD: Yes, I think Mr. Hurst has had  
24 that information over the years. I am quite sure that  
25 he hasn't lived in a vaccum. I am talking nationwide,

1 also. I think Mr. Hurst, also -- with the 20-some  
2 bilingual teachers, of which 9 are left, when you go to  
3 Washington, that is a higher paying job. When you go  
4 to INEL for double the money, some of your best people  
5 are going to go there. And that's colleges,  
6 universities and public schools. I think that's a  
7 reality for Idaho. We are going to have to put our  
8 innovation together to get the moneys, get the funds  
9 and get those wages up to at least 50, into the 50  
10 percentile, rather than the bottom.

11 MR. WILSON: My question is a follow-up  
12 on what Marilyn just said. How many minorities would  
13 be, if any -- very few, I am sure. There must be  
14 some nationwide that would be in the high category of  
15 salary that Marilyn has alluded to.

16 MR. WARD: Okay, I had a response from  
17 South Carolina in which we were talking about the  
18 same issue. And they said, quite frankly, that  
19 minorities have no problem if you have the skills.  
20 You will have people beating down your door. In  
21 fact, one gentleman who is working for a university  
22 in North Carolina and South Carolina at the same time  
23 at a \$45,000 job, they went after him because he had  
24 the skills. Finally, someone found out he was  
25 working both sides of the fence, and he has a \$45,000



1 job now. But the fact is, if you have the skills and  
2 you are a minority, that is a fact that people beat  
3 down your door. And I think that that's an  
4 awareness. Skills is the most important part of this  
5 whole thing that we are talking about. And  
6 self-esteem, as was mentioned.

7 MR. SWISHER: You have had quite a go at  
8 this. You have had already a generation in American  
9 industry to say that Adam Smith's invisible hand will  
10 not only run the marketplace, but it will run the  
11 education system and the rest of society. You are  
12 seeing the sorting out of society into the kind of  
13 kids that your fellow panelists were describing who  
14 worked until late at night for minimum wage to pay  
15 for their car, because they had nothing else to hope  
16 for; and you see this sorting out that's taken place  
17 most conspicuously in New York and L.A. where whole,  
18 great neighborhoods of minority people are out of the  
19 system, out of the system.

20 You are seeing the sorting out that is  
21 leaving the small towns. The less than shopping mall  
22 size rural communities of Idaho shrivel and die and  
23 turn in on themselves and wonder what to do next. And  
24 so the marketplace has said the hell with the  
25 infrastructure, the hell with the social system, the

1 hell with tomorrow's violence, to hell with today's  
2 costs of building jails or running self-serving,  
3 anti-drug campaigns and all that bullshit -- if you  
4 will pardon me, transcriber -- so you have had about a  
5 generation of this nirvana where high-tech,  
6 market-driven allocation of dollars will make for a  
7 better society, produces a society in which the college  
8 candidate and the job candidate who stays in school is  
9 perhaps a bigger disadvantage than the one who dropped  
10 out of school. Jack Simplot being Exhibit A in Idaho.

11 Have we now come full cycle so that we  
12 have gone back 65 years and the only hope you have is  
13 to be Harry Morrison or Jack Simplot and get the hell  
14 out of school and get behind the equipment of a hog  
15 farm or a scraper and start your career without  
16 reference to the education system? Can the public  
17 school system even survive now, having had almost a  
18 generation of this emphasis on the marketplace  
19 governing the allocation of resources? Is there any  
20 long term future for the public school system?

21 MR. WARD: Yes. I think that industry  
22 shows that with the Japanese taking over the  
23 economics of America. When there becomes a need,  
24 people will learn what to do. People do not learn  
25 from what someone tells them they need to learn. And

1 I think that's what we need to get across to our  
2 students and to our -- to their families. That there  
3 is a need to have education and to have a good, firm  
4 skill base before you hit the streets. J. R. Simplot  
5 is an exception to the rule. Not very many people in  
6 America have been so fortunate.

7 MS. DILWEG: Madam Chairman, I wanted to  
8 respond to his statement that he had given all these  
9 scholarships and that to the counselors and that they  
10 had not even responded that they were there.  
11 Highland High School has three counselors for 1400  
12 students. And you know, in my everyday dealing,  
13 because I am a classroom teacher, that there is so  
14 much suicide, one-parent family problems, that the  
15 kids are trying to cope with divorce and trying to  
16 help the younger ones. There is so much of this that  
17 then the counselors need to take care of, too.

18 You almost need, you know, full-time  
19 people just to help kids to fill out those  
20 scholarships and say, "Hey, this is available for  
21 you." In our bulletin every day, we have lists and  
22 lists of scholarships that are available. But a lot  
23 of the kids don't realize that they can go ahead and  
24 apply for those. They need help walking through  
25 those steps and say, "Hey, you know, be sure you get

1 this in. Here is this date." And I am not trying to  
2 defend the counselors, but it seems like we need to  
3 redefine what the school is there for. It seems that  
4 there's so many personal problems that the kids have  
5 that it's hard to get to some of these other things.

6 MS. ESQUIBEL: We do have a student at  
7 Burley High -- that graduated at Burley High that  
8 will be addressing the panel.

9 MR. WILSON: Somehow, during the Korean  
10 conflict, the military were bringing in dropouts,  
11 very low category individuals of all races. They  
12 were putting them in the military. The different  
13 branches of service was taking so many of them. And  
14 those who could show some potentials in different  
15 career fields, that they had a chance to stay in and  
16 continue on. I don't think any of them ever became  
17 generals, but some of them became very proficient in  
18 their field, whether they stayed in to retire or  
19 whatever this case may be. They came out and they  
20 were a benefit to society, to America.

21 And when you look at the things that you  
22 have been saying about what industry has been doing  
23 and the billions of dollars and all of this, and you  
24 still read that in various categories of  
25 nationalities or racial groups in America, very high

1 number, just numbers itself, not percentages, but  
2 numbers who are roaming the streets or in jail. You  
3 know, they just don't have it.

4 As been stated, the fast food outfits,  
5 they will hire people, bring them in, and in some  
6 instances, it has been stated that it is a form of  
7 slave labor that's going on. You could put it in  
8 that category. I don't see where that could be any  
9 glory in saying, you know, here's 70 some billion  
10 dollars that's going out here and you still have all  
11 of this going on.

12 My idea for this panel is we are  
13 concerned about the dropouts, we are concerned about  
14 those minorities, high numbers of minorities who  
15 probably never have a chance to get into one of these  
16 companies at any given level. We are looking at --  
17 concerned about these minorities or young people who  
18 are committing suicide because they can't face the  
19 world as it is today. Going into drugs and various  
20 other things.

21 I was very happy to hear Joan's statement  
22 you were working with the native Americans, because  
23 you go and look at the statistics that are coming out  
24 to date from various sources, it's very tragic. It's  
25 a tragedy what's going on. So somehow, what I am

1 getting at, is industry, business has got to try to  
2 come in and work with the education system to try to  
3 help this group. And somehow, if you have this great  
4 number that's out here, it's not really reaching it.  
5 It's just -- if it is, it's such a small -- so small  
6 that you can't really -- you can't see it. You know,  
7 only for those who want to look at statistics. So I  
8 guess my question would be what, as you are working  
9 in here, is there any study or discussion going on,  
10 any talks that have been had concerning this?

11 MR. WARD: Yes, quite a few. And one  
12 of the biggest things that is probably standing in  
13 the road is the paradigms of what education is and  
14 what industry is. The two can't seem to get together  
15 because of the traditional views of tenure, academic  
16 license. Industry, for instance, would like a  
17 college curriculum -- the college curriculum, for  
18 instance, for practical statistics that is designed  
19 to -- statistics meaning a softer word than what it  
20 sounds -- for the work force, the grunt labor, as so  
21 aptly put. And we can't seem to break that. It's  
22 either got to be the way the college does it or not  
23 at all.

24 Time schedules. People in industry, all  
25 people in industry, in labor, find themselves on

1 shift work. More and more people live their whole  
2 life on graveyard, for instance. 11:00 to 7:00 in  
3 the morning. No real opportunities for those people  
4 to get the GED programs or the college curriculum  
5 that they need.

6 And we need to break those traditions and  
7 not have industry have to foot the bill for that. They  
8 are willing to, because it's a need. But the  
9 traditional outlook of educators is that their job ends  
10 at 5:00 in the evening, if not before. I think that's  
11 the big hurdles that you are talking about. We can  
12 reach a bigger number if people get rid of some of the  
13 traditions or paradigms that they work with.

14 MR. PENA: My last question is it  
15 disturbs me when I hear Motorola private schools and  
16 industry basically trying to be the leader for  
17 education, which they never have, in a sense. But what  
18 does industry feel is your obligation to society, the  
19 other 90 some percent that are out there?

20 MR. WARD: That's a hard question.  
21 Most of the industry that I have come across in  
22 several articles from back East have, along with  
23 child care, for instance, which even in southern  
24 Idaho is beginning to be the thing, they are being  
25 certified -- I am not sure on the company, but I can

1 get you that information, if you want it, are  
2 offering certified kindergarten through third grade  
3 as the child care program on the site. A lot of  
4 things like this in which it's very convenient for  
5 the mother or the single head of household to have  
6 the children right on premise, and with certification  
7 of schools.

8 The overall feeling, I think, is that we  
9 are seeing more and more the social contract that  
10 industry is giving to America. Partly because they  
11 were forced to, okay. Environmental issues,  
12 education and all this other. But when I mention the  
13 \$73 billion, it wasn't a piece of information to  
14 flatter you. That wasn't what it was for. It's a  
15 commitment. And indeed, business is in business to  
16 make money. And in spending that, probably most of  
17 them would say they could spend that somewhere else  
18 to make a bigger profit for their board of directors  
19 or their stockholders. So I think that it's growing,  
20 yes. There is a definite commitment.

21 MR. PENA: I guess my concern is, you  
22 know, there's Mr. Hurst sitting with a foundation  
23 over there, and here's Boise State last year looking  
24 for money from industry for minorities to come into  
25 school and graduate minorities into business and



1 industry, and it went belly up because it couldn't  
2 get a lot of takers. We only get about 30, \$40,000 a  
3 year in donations totally for the whole state, from  
4 all the business industry in the state in order to  
5 get minorities through the system, back out to --  
6 That's a pretty small commitment.

7 MR. WARD: It is. And I believe that  
8 that's rightly our fault. All of our fault. Where  
9 does our real priority go to? When we hear  
10 J. R. Simplot donates \$100,000 to one of the schools,  
11 that should be a signal to all of us that that money  
12 is out there for us to -- if we use the term  
13 loosely -- lobby for it or go after it, the community  
14 based grants that are available that most people in  
15 Idaho have never heard of. And up until a couple of  
16 years ago had never been used.

17 MS. ESQUIBEL: Thank you.

18 MS. LUCKY: I wanted to make a comment.  
19 I work in the Bureau of Education Research and  
20 Services, and our commitment is to service to the  
21 field, especially people out in outlying areas, and  
22 we have classes that are at night. At ISU, most of  
23 the professors teach at night. Undergraduate, as  
24 well as graduate classes. We teach on the weekends.  
25 We teach whenever people need a class. We will

1 bring -- as a matter of fact, a lot of the classes  
2 out in INEL are ISU classes. So I just wanted to go  
3 on the record with that.

4 MS. ESQUIBEL: Thank you.

5 MR. SWISHER: Most of the business offices  
6 in Boise close now by about 4:20 p.m. I know the  
7 industries are working, but they get shorter and  
8 shorter in the front office.

9 MS. ESQUIBEL: Next on the agenda is  
10 Judy Duncan, Director of Education, Idaho State  
11 Correctional Institution; and Linda Langer,  
12 representing Ore-Ida Foods, Incorporated.

13

14 (Recess.)

15

16 MS. ESQUIBEL: We are going back on record,  
17 and we will start with Linda Langer with Ore-Ida  
18 Foods.

19 MS. LANGER: I am here to deliver a  
20 presentation that Bob Stern put together, and it's  
21 too bad he isn't here, because he is a previous  
22 educator from the school systems, administrator that  
23 came to industry. So it would be interesting if you  
24 could talk to him. Ore-Ida Foods of Burley is a  
25 producer of frozen potato products employing

1 approximately 1100 people. The job tasks in the  
2 factory range from sorting, specking and trimming of  
3 defects in potatoes to highly technical tasks  
4 requiring knowledge of computers, math and excellent  
5 reading and problem solving skills.

6 Our work force contains a diversity of  
7 minorities, with the largest percentage as Hispanics.  
8 Ore-Ida Foods feels the work force is devoted and  
9 loyal to the company. This is evidenced by the fact  
10 even though we have a high turnover of new hires, we  
11 have a high, high percentage of employees who have  
12 10, 15, 20 or even 30 years of service.

13 Education is a concern in our industry,  
14 as it is a concern nationwide. We are moving in a  
15 direction that requires a solid, comprehensive  
16 ability in reading abilities and a background in  
17 mathematics that allows the individual to understand  
18 and interpret the values of statistics as they relate  
19 to our manufacturing process. Our company recognized  
20 several years ago the growing need for educational  
21 enhancement of our working force. As a result, a  
22 partnership was formed with the College of Southern  
23 Idaho to provide GED educational services on  
24 site.

25 Ore-Ida Foods reimburses its employees

1 for the actual cost of the GED testing, plus provides  
2 a cash bonus at completion of the program. The GED  
3 program is completing its third year. Until this  
4 academic year, the Hispanics who had completed the  
5 program were people who had matured in the United  
6 States and had excellent English skills.

7 This year we have a group who don't have  
8 the English language background and are experiencing  
9 frustrations in reading comprehension. It has taken  
10 quite a bit of coaching and counseling to persuade  
11 these people that it may take a longer period than  
12 the customary one year for completion.

13 In visiting with these people, several  
14 factors have surfaced that correlate many of the  
15 postulates that this panel has heard today.  
16 Education begins at birth. Positive experiences  
17 enhance the desire to learn more. Learning beyond  
18 the self-preservation mode can be addressed only when  
19 the individual is warm, safe and adequately  
20 nourished.

21 We as a company are aware of problems  
22 existing in American education. These problems won't  
23 go away, but will be with us for some time. Consider  
24 these areas: Children at risk. We concede we have  
25 employees who are contributing to this phenomena.

1 Children learn through modeling. When parents don't  
2 model behaviors conducive to learning, the dropout  
3 rate is bound to increase.

4 Alternative schools. This may be a  
5 viable alternative. We question the idea that  
6 children should be isolated from their peers for  
7 educational purposes as they learn a trade, or are  
8 they learning that socially deviant behavior should  
9 be condoned.

10 Outcome based education. Our factory  
11 operates because people can successfully operate  
12 machines. They can successfully vary inputs and  
13 procedures to provide an output that meets the  
14 requirements of our customers. Our employees are  
15 encouraged to communicate among themselves and with  
16 superiors to improve the process. These are all  
17 measurable objectives. Can public education develop  
18 objectives that will intrinsically motivate  
19 individuals to complete the necessary classes that  
20 will enable them to enter our work force and be  
21 productive?

22 Educational reforms. When industry hears  
23 this term, it conjures the image of restructuring how  
24 things are done. Not revamping of the learning  
25 process.

1                   Multi-cultural diversity. We need to be  
2 sensitive to the needs of our society. Although we  
3 as a factory have not provided instruction dealing  
4 specifically with this subject, we feel that through  
5 our total quality management process we are attacking  
6 the problem. We are not attacking public education  
7 in the state of Idaho. We feel that we as a company  
8 have excellent rapport with the public school system  
9 and the university system. In order to curb the  
10 dropout rate and enable individuals to be  
11 intrinsically motivated, we submit that students must  
12 possess a feeling of security, a feeling that this  
13 will make my life better, schooling is fun, and this  
14 experience parallels my culture, not defies it.

15                   Our company feels we can train people to  
16 perform tasks. We expect them to be able to perform  
17 at certain levels. The GED program has helped to  
18 meet this need. But what do we do with our workers  
19 who don't have these basic skills? The nation's  
20 supply of workers is on the decline. Our employees  
21 need to be of a caliber that can be molded into  
22 individuals who will positively impact the working  
23 environment by being openly communicative. They need  
24 to be receptive to rapid change in technology and the  
25 need to learn other job related skills that will

1 provide intrinsic satisfaction.

2           Satisfaction begins at an early age.  
3 Schools need to be aware that not only do students  
4 enjoy school for socialization, students also enjoy  
5 learning, learning skills and information that will  
6 help them in the future. Channeling young minds to  
7 these ends will not be an easy task. We need to keep  
8 in mind that if parents don't possess this vision,  
9 they will have a difficult time modeling and  
10 providing a learning environment when they can't  
11 identify what really is.

12           Schools have to become more receptive to  
13 the fact that they can't do everything for the child.  
14 Children are only in school a small portion of their  
15 waking hours. Emphasis needs to be placed in the  
16 schools, and the message conveyed to parents that  
17 help is available in parenting skills, budgeting and  
18 household management skills, listening skills,  
19 counseling skills and, finally, skills in  
20 re-establishing a close personal relationship that  
21 has deteriorated since birth.

22           Emphasis needs to be placed in the  
23 intermediate grades, grades four and five, that will  
24 help to motivate boys into becoming more productive  
25 individuals, instead of becoming macho, withdrawing

1 and being turned off by school. Girls need to  
2 receive reinforcement in mathematical skills. They  
3 need to be taught that numbers are especially  
4 important and not reserved for males. The teaching  
5 corps needs to be one that is receptive to meeting  
6 the needs of the maturing individual.

7           How can a country as great as the one we  
8 live in accept the deplorable wage standards our  
9 teaching profession receive? Teachers put in extra  
10 hours, have to certify in a myriad of subjects at  
11 their own expense and still receive a base pay.  
12 There is nothing built into the system that  
13 guarantees that caring individuals with a high level  
14 of expertise will be forming the mind of the next  
15 generation.

16           Communication in the home needs to be  
17 restored to the level it was before modern  
18 transportation and entertainment intervened.  
19 Industry coaches and expects its employees to  
20 communicate among themselves and with their  
21 superiors. Schools and social agencies need to take  
22 a lesson and develop criteria that helps parents and  
23 students to develop meaningful dialogue.

24           Parents, especially Hispanic parents,  
25 need to be made to feel welcome in the school



1 environment. It is more than a place where I send my  
2 child while I am at work. It needs to be thought of  
3 as a place where I can go and receive help for my  
4 child, myself and my family.

5 A large percentage of American business  
6 contributes to public education. Strides have been  
7 made in program offerings. Companies recognize  
8 shortcomings in public education and are providing  
9 skills training on site to develop their employees into  
10 productive, self-fulfilling individuals. American  
11 industry recognizes that parents and students need to  
12 become more accountable for their education. The need  
13 is apparent that students need to stay in school.

14 How will all this happen? Through  
15 partnerships. Partnerships developed between parents  
16 and children, through partnerships developed between  
17 parents and employers, and through partnerships  
18 developed between employers and schools. And with  
19 that, I would like to thank you for listening to me  
20 today.

21 MS. DUNCAN: I am Judy Duncan. My  
22 official title is School Supervisor at Idaho State  
23 Correctional Institution. I manage the school which  
24 is in the compound at the prison, as well as the  
25 school that's at the maximum security prison which is

1 is right next door. There are three positions like  
2 mine in the state of Idaho, working for the  
3 Department of Corrections.

4 When I talked to Mr. Palacios on the  
5 phone several months ago, he was intrigued at the  
6 statistics for the population in my school. The  
7 overall prison population in Idaho is approximately  
8 12 percent Hispanic, and that's almost triple what it  
9 was about eight years ago. The percentage is about  
10 triple. With a 12 percent population, you would  
11 think that I would run about a 12 percent population  
12 in my school, and that isn't true. I run about 38 to  
13 50 percent Hispanic in my school. I attribute that  
14 basically to an effort to accomplish that.

15 My understanding of the Hispanic  
16 population has grown over the past nine years.  
17 That's how long I have been in that school. When I  
18 arrived there, the only Hispanic population -- or the  
19 men who attended school attended because they had the  
20 permission of the population leader. Following the  
21 leadership of one or two men in the Hispanic  
22 community remains today.

23 What I did was I went to that leadership  
24 and I asked them why those men weren't attending  
25 school. They couldn't give me a good answer. And

1 they conceded that it was up to them to influence and  
2 to encourage those men to attend school. That  
3 Hispanic population, statistically, 81 percent of  
4 them are high school or school dropouts. That's too  
5 high. The general population in Idaho is atypical,  
6 the prison population is atypical of the United  
7 States. Our reading level runs about tenth grade  
8 overall. Nationwide, it's nowhere close to that. So  
9 Idaho's prison population --

10 MR. SWISHER: Higher or lower?

11 MS. DUNCAN: Nationally, it's much lower.  
12 Our prison population tends to be a nonhigh school  
13 graduate, but they are reading very well, they do  
14 function very well. Their math levels tend to be  
15 three grades lower than that, but is still  
16 functional. The Hispanic population doesn't come up  
17 to that standard. The basic testing level where we  
18 test them is about six and a half, six-point-five  
19 grade level, which is too low. That is not  
20 functionally literate.

21 I asked for a printout of the entire  
22 Hispanic population from the department. I was  
23 amazed as I went through the list. I know about 80  
24 percent of them personally, of the 237 Hispanics who  
25 are incarcerated in Idaho. I was amazed that I knew

1 that many of them. Which tells me that they do come  
2 to school, they are encouraged to come to school.

3 That leadership has no desire to keep  
4 those people out of school for any reason. They earn  
5 GEDs, they earn high school diplomas, they complete  
6 what vocational training we have available to them.  
7 They go through the computer literacy program. They  
8 have access to all of the educational opportunity  
9 that we have, and they do take advantage of it.  
10 Thank you. That's all I have.

11 MR. PENA: It's different. Why are you  
12 getting, you know, so many of them coming to the  
13 school?

14 MS. DUNCAN: Because I have asked them to  
15 come, I think, is the reason. It took a long time to  
16 convince the senior leadership in the Hispanic  
17 community that we did have an opportunity for them  
18 there, that it could make a difference in their  
19 lives. Many, many conversations, but I did make the  
20 effort to talk to those men. I convinced them that  
21 education could make a difference for all of those  
22 people who were in prison.

23 MR. PENA: I think it's important  
24 because that substantiates what it says here. That  
25 parents aren't concerned about their child's

1 education. But economics gets in the way. I mean  
2 food, clothing, shelter are more important than  
3 education, and those things come up in that family,  
4 education gets pushed on down and down the scale.

5 MR. SWISHER: In prison, they have  
6 clothes, food, shelter.

7 MS. DUNCAN: I made a note to myself that  
8 she had commented that being warm, being safe and  
9 being adequately nourished were priorities. You  
10 incarcerate someone, he's warm, he's reasonably safe  
11 and he's adequately nourished. So those priorities  
12 aren't there for him.

13 MR. WILSON: They get the GED. How many  
14 of them -- Is there any -- does Boise State come out  
15 there, do anything?

16 MS. DUNCAN: We do all of our GED testing  
17 through Boise State.

18 MR. WILSON: But is there any further  
19 advancement in education? Any college courses?

20 MS. DUNCAN: College courses, we used to  
21 have a college referral program. But what we found  
22 were that the inmates who were the best candidates  
23 were not the ones that the colleges wanted. They put  
24 a no violent crime criteria on that. So we couldn't  
25 refer the people we felt were the best candidates for

1 college. We encouraged them. We did everything we  
2 could to make sure that they had financial backing,  
3 had done all of the paperwork, had their high school  
4 diplomas, were in the best position. I did an awful  
5 lot of SAT and ACT testing, myself, to enter college  
6 programs. A number of them did.

7 MR. WILSON: Are you speaking when they  
8 get out or while they are in?

9 MS. DUNCAN: There are no college  
10 programs in the prisons in Idaho.

11 MR. WILSON: In the prisons in the state  
12 of Idaho?

13 MS. DUNCAN: No.

14 MR. WILSON: I was just looking at a  
15 program, 60 Minutes, when was it? Last Sunday. They  
16 had fellows -- one fellow who received his doctorate.  
17 He got out. I think he's a janitor or something.  
18 That's about the best job he got. But at least he's  
19 got a doctorate degree.

20 MS. DUNCAN: The state of Idaho does not  
21 offer any college education for its inmates.

22 MR. WILSON: Has it been asked, is there  
23 any reason why?

24 MR. SWISHER: The College of Idaho, many  
25 years ago, used to have a couple of professors.

1 MS. DUNCAN: So did Boise State. It's  
2 been about 12 years since the program was dropped.  
3 The reason was that it was primarily funded through  
4 Veterans Administration funds, and they were being  
5 abused by the inmates. So the program was dropped.  
6 Currently, there are about 20 men at my institution  
7 that I supervise through college correspondence  
8 courses with various universities across the country.  
9 The inmates pay for those courses themselves.

10 MR. PENA: Would it be of a benefit --  
11 if there were college courses that they could take,  
12 after being released, do you feel that their chances  
13 have increased of staying out?

14 MS. DUNCAN: For individuals who were  
15 carefully counseled into appropriate programs. Our  
16 prison population is so small that it will not  
17 support just a liberal arts education. When you look  
18 at the number of men and women who could partake in  
19 the courses being offered that perhaps worked towards  
20 a degree, perhaps didn't work towards a degree, there  
21 just aren't enough people to really support a college  
22 program. We individually counsel them into the  
23 areas, and we assist them in finding funding or  
24 finding an institutional job that will pay for the  
25 college courses. Those that we feel really will

1 benefit. We spend an awful lot of time talking with  
2 them about college and whether it really will benefit  
3 them.

4 MR. WILSON: Let me ask a question. How  
5 long have you been there now?

6 MS. DUNCAN: Nine years.

7 MR. WILSON: In the nine years, those who  
8 have received their GEDs, do you see a high  
9 percentage of them returning? Those who have  
10 received their GED through the program, when they get  
11 out --

12 MR. SWISHER: Are they recidivists?

13 MS. DUNCAN: General population recidivism  
14 is 40 percent. GED recidivism runs 23 percent. High  
15 school graduate recidivism runs 13 percent.

16 MR. SWISHER: Are the graduate recidivists  
17 10?

18 MS. DUNCAN: The statistics that we  
19 gathered a number of years ago, the general  
20 population recitivates at a rate of 40 percent. If  
21 they earned their GED while they were in prison,  
22 that's running about 23 percent.

23 MS. SHULER: Recidivism.

24 MS. DUNCAN: Returning to prison. Those  
25 that earned their high school diploma while they were



1 in prison in Idaho is only running 13 percent coming  
2 back. We feel that if we can get them in school and  
3 keep them in school long enough to get a high school  
4 diploma, they are different people, and they do not  
5 come back to prison.

6 MR. SWISHER: There's always the chance  
7 for white collar crime?

8 MS. DUNCAN: That's true.

9 MR. WILSON: What is the average time  
10 period it takes to get their GED and finish high  
11 school or whatever in prison? What is the time  
12 period?

13 MS. DUNCAN: The Hispanic population?

14 MR. WILSON: Anyone.

15 MS. DUNCAN: A year.

16 MR. WILSON: When I am speaking of  
17 minorities, is there any difference between the  
18 Hispanic than others? Other minorities.

19 MS. DUNCAN: To tell you the truth, about  
20 the only minority incarcerated in Idaho is the  
21 Hispanic.

22 MR. WILSON: I thought you had a large  
23 number of African Americans out there.

24 MS. DUNCAN: I probably know them all,  
25 and there are about five.

1           MR. WILSON:           I was given the wrong  
2 information. I thought you were loaded.

3           MS. DUNCAN:           There are a few blacks,  
4 there are a few Asians. The vast majority of the  
5 Hispanics are the minority. We do have a large  
6 population of American Indians, however.

7           MR. SWISHER:           Has that proportionately  
8 declined since you have been there?

9           MS. DUNCAN:           It's not declined. It  
10 hasn't raised. It hasn't gone up proportionately,  
11 but it has not declined. There's something I was  
12 going to say, but I forgot what it was.

13           MS. SHULER:           The prison population has  
14 increased dramatically?

15           MS. DUNCAN:           The population itself in the  
16 last nine years has doubled. My school population  
17 has doubled in the last two years. And that's a  
18 change in -- as Mr. Swisher pointed out, the  
19 Legislature putting more funds into building penal  
20 institutions. We have two more institutions today  
21 than we had two years ago. One large one and one  
22 small one. However, the Legislature doesn't see fit  
23 to fund prison education any better than they do  
24 public education.

25           MR. WILSON:           Let me follow this up. We

1 have been sitting here, it seems like, all day we  
2 have been kind of having this conversation going on.  
3 It's been pretty much my feeling going towards males.  
4 Now, we have a women's institution. Is that young  
5 girls, minorities, the women's institution, or do  
6 they just deal with adults, they are the only one  
7 going to jail?

8 MS. DUNCAN: The proportion of women is  
9 much smaller. I think there are only 3 Hispanic  
10 females now out of a population which is 48.

11 MR. PENA: What's the age, median age?

12 MS. DUNCAN: Of my students or the prison  
13 population?

14 MR. PENA: Both.

15 MS. DUNCAN: My job is statistics. I do  
16 them once a month for my boss. My student population  
17 right now, the average age is 35. But the average  
18 age of the prison population is 24.

19 MR. PENA: Minority, Hispanic?

20 MS. DUNCAN: Overall.

21 MR. PENA: How about the Hispanic?

22 MS. DUNCAN: I haven't taken an age  
23 statistic on the Hispanics. I think they run a  
24 little younger than the general population, though.  
25 My youngest student right now happens to be Hispanic,

1 and my oldest student right now happens to be  
2 Hispanic.

3 MR. PENA: It's in between there.  
4 That's the way I do statistics.

5 MS. DUNCAN: My student population runs  
6 from 18 years of age to 70. But the majority of them  
7 are right at 35.

8 MS. ESQUIBEL: Linda, what happens with the  
9 expanded population after they get the GED? Is there  
10 a career ladder built into Ore-Ida?

11 MS. LANGER: That's why we have been  
12 working with CSI so closely, and also Lewis-Clark  
13 State College. We do have programs that are  
14 available to them if they want to go further. Anybody  
15 at Ore-Ida that wants to further their education, we  
16 pay their tuition for the credits. We pay for their  
17 credits if they want to go to college. Anybody can.

18 MR. PENA: Are you seeing them taking  
19 advantage of it, the Spanish taking advantage of it?

20 MS. LANGER: No, not as much as the other  
21 population is.

22 MR. PENA: Why, do you think?

23 MS. LANGER: I am not really quite sure  
24 what it is. Maybe we need to sell it a little bit  
25 more than we do. But I have noticed that they don't

1 really take advantage, you know, of what's there.

2 MR. PENA: I am really interested in  
3 that, because we are finding a similar problem with  
4 agencies. Once you get them in, you can't get them  
5 to advance, or hopefully advance them. You don't  
6 have that -- they don't go forth and do that. They  
7 stay at the entry level.

8 MS. ESQUIBEL: Thank you. Next we have  
9 Maria Elizabeth Sanchez, who is a student at Boise  
10 State; and Janie Ortiz is with Vista through the CSI  
11 college, is home based in Burley.

12 MS. ORTIZ: My name is Janie Ortiz, and  
13 I am an employee of the College of Southern Idaho.  
14 My position is ELS tutor coordinator for the college.

15 MR. SWISHER: Vista?

16 MS. ORTIZ: Yes, Vista. What I do, I go  
17 into the community and recruit volunteer tutors and  
18 students, train the tutors to work on a one-to-one  
19 basis with my students. These students are all  
20 mostly adults. And I hear this about the dropout and  
21 everything, and I really -- I worry a lot with the  
22 dropouts because I work at the college and I see this  
23 on a daily basis.

24 They graduated last week for their GED.  
25 Right now we have 6 students, 16 and 17 years of age,

1 already signed up to get their GED. We cannot work  
2 with these students. They have to be adults, 18 on  
3 up. And so when I hear the superintendent saying how  
4 good they are doing and everything, I still think  
5 that it has to do with the education that they are  
6 getting from junior high on up. I feel that's where  
7 the problem starts, you know.

8           Because when they are in a lower grade,  
9 they have these aides that help them build up their  
10 confidence, they are there to help them in any way  
11 they can, what they are lacking in. But when they  
12 get into the junior high level, they don't have this  
13 help. So then some of these students already have a  
14 problem with learning. Then they are going into  
15 junior high. This is a new world for them, total new  
16 world. It's a big step for them that they are  
17 taking.

18           Then they already have this problem of  
19 learning, lack of learning or whatever. Then they  
20 don't have this extra help in junior high. They will  
21 go in there maybe a year. Those that do stay, maybe  
22 a second year. But because they don't have this  
23 extra help that they need, then they don't have it at  
24 home because they might come from parents that have  
25 no education in English, so then this is a bigger

1 problem for them. So all they have is to drop out of  
2 school.

3 That's when we get them. Because I talk  
4 to them on a daily basis. "Why are you dropping  
5 out?" "Well, I didn't do very good in elementary,  
6 then I went to the first year of junior high, and it  
7 was real hard for me, and every time I would go to  
8 the teacher to ask for some help, I couldn't get it.  
9 And at home, well, my parents never went to school or  
10 they come from Mexico, you know." So it is a  
11 problem. It is a problem.

12 So my job is to work -- I mainly work  
13 with the adults, and I always work with the adults,  
14 the parents of these kids, because I feel that if  
15 they get some kind of education, or at least learn to  
16 read and write, it will help and it will encourage  
17 this student. Some of these have gone back to  
18 school. I have talked to them and they have started  
19 back to going to junior high or high school or  
20 whatever, you know.

21 But I think that we do have a problem.  
22 We do have a problem. I not only work with the  
23 adults, the parents of these students. I work with  
24 the ones in jail. All my volunteers work on a  
25 one-to-one basis. Some of these volunteers have

1 three and four students that are adults. And it's a  
2 big problem, that's all I can say.

3 I have right now -- I have 37 tutors  
4 there. I started working for them three years ago,  
5 and I have recruited some of these. Some are  
6 certified teachers, some are retired teachers, some  
7 are teachers that are still teaching now but want to  
8 help. They see the need of the students and  
9 everything. So I have this many tutors right now in  
10 the Mini-Cassia area, but mostly in Burley working on  
11 a one-to-one basis, some with kids that have dropped  
12 out of school, and some are adults. Thank you.

13 MS. ESQUIBEL: Lisa.

14 MS. SANCHEZ: My name is Lisa Sanchez, I  
15 am a junior at Boise State University. I graduated  
16 from Burley High two years ago, so all I have to say  
17 is from my experience two years ago at Burley High, I  
18 think that the staff, the faculty in the high school  
19 has to show sincere care and interest in students,  
20 especially minority students. I don't know who it  
21 was that said -- I think it was Angela Lucky -- that  
22 typically Hispanics are shy, and expect somebody to  
23 come talk to them and encourage them to get involved,  
24 or to seek scholarships, encourage them to go to  
25 college. I think that's true.



1                   In my case, my counselor, she seemed to  
2 be a very nice person, interested. But she seemed to  
3 be interested in the ones who showed potential, the  
4 ones who showed a lot of potential. I knew, since  
5 the inception of my education, that I was going to go  
6 to college. There was no question in my mind. You  
7 know, any encouragement that I got was just added. I  
8 just knew I was going to go to college.

9                   But there's those students that I went to  
10 school with, college was the farthest thing from  
11 their mind. They didn't think they could go to  
12 college. It was like "me go to college? I don't  
13 think so." Those are the people I think she needed  
14 to help. Right there, I think there's a little  
15 segregation right there between the Hispanics that  
16 are going to make it and the ones that aren't.

17                   And I was one that was going to make it.  
18 I knew I was. So basically, like I said, anything  
19 that she said of encouragement was just added. Maybe  
20 even "I know I am going to go, go help Juan Lopez  
21 over there who thinks he's going to go to work at  
22 Ore-Ida, that he's made it to the top by doing that."

23                   Another thing that I noticed is the  
24 curriculum. Rudy was my professor last semester in a  
25 research class. He's probably heard me say this

1 before. But I think that the Hispanic student feels  
2 alienated in his own classroom. History classes, for  
3 example, most of them deal with George Washington,  
4 Abe Lincoln, American History.

5 Well, correct me if I am wrong, but I was  
6 born in America, I believe I have a history here. I  
7 would like to know about it. I'd like to know about  
8 Cesar Chavez, I'd like to know about Reies Tijerina,  
9 I'd like to know about various several Hispanic  
10 leaders who would be very good role models for other  
11 Hispanic students. They need to know that other  
12 Hispanics have molded the United States in a way to  
13 make it possible for us to be successful. But they  
14 don't.

15 If I recall, we glossed, I think, over  
16 about one paragraph about this size in -- let's see  
17 what grade was that, I'd say about ninth grade social  
18 studies on Benito Juarez. Just quick, Benito Juarez  
19 existed, that was it. I think we need more in-depth  
20 studies regarding Mexican history in the United  
21 States, Mexican/American history.

22 Racism, I'd like to address  
23 Mr. Perry Swisher on what he said about the Glens  
24 Ferry, about the bilingual education system being put  
25 up there. I think it should be there. I think --

1 correct me if I am wrong, but this is what I  
2 interpreted from what you said. That it was wrong to  
3 put that program there because it would spur racial  
4 attitudes, because of the economic plights?

5 MR. SWISHER: You don't have to spur  
6 racial attitudes.

7 MS. SANCHEZ: Those are my thoughts  
8 exactly. They are there already.

9 MR. SWISHER: My point, and you don't want  
10 to hear me, I can tell already --

11 MS. SANCHEZ: Oh, no.

12 MR. SWISHER: That's why I said it. I  
13 like to win. I would like to see -- when you  
14 make a move, I want to see a success. Here is a  
15 community that historically was a railroad town and  
16 lost its urban, blue collar high level payroll.  
17 These were people who, without adjustment for  
18 inflation, were making more money than department  
19 store managers make today by working on train crews,  
20 okay.

21 That was the core. That's what Glens  
22 Ferry was. Surrounded mostly not by farm, unlike  
23 Wilder or Homedale or Parma, but surrounded by desert  
24 and golden eagles. That's what surrounds Glens  
25 Ferry. And when that industrial level payroll is

1 lost, and then there's just a little Heath  
2 Electronics payroll barely hanging on, and then the  
3 reality that there is a significant migrant camp  
4 population, some more growth from the Hammett area,  
5 when that becomes the focus of public school policy  
6 debate in that community, you lose.

7 In effect, what's being said to those  
8 Anglos -- if you are going to understand racism, you  
9 must turn it around -- what's being said to these  
10 Anglos who have lost their economic base is "your  
11 future lies with the migrant camp, and your children  
12 must learn to speak Mexican." Now, that was the  
13 message, okay. That's not the when, the where or the  
14 how. Nor should it even have been the message. So I  
15 say it's important to win. And have a winning  
16 situation.

17 MS. SANCHEZ: In your terms of winning,  
18 what would that be?

19 MR. SWISHER: Success in the bilingual  
20 program in place. That that would accomplish the  
21 same things that were happening in Glenns Ferry and  
22 would have been accepted in Glenns Ferry had they not  
23 been on this do or die level.

24 MS. SANCHEZ: So your answer is then to  
25 discontinue -- or to go along with the discontinuance

1 of this program until the economy comes back? What  
2 about the \$93,000?

3 MR. SWISHER: No. My generation did not  
4 learn to think on a computer. I think you have 100  
5 options. And when you have the opportunity for  
6 somebody to crack the federal safe for that kind of  
7 money for that kind of a program, then the program  
8 ought to be directed to that community in which the  
9 result of these children from both cultures learning  
10 both languages simultaneously -- when you get those  
11 results and the parents can observe them and there is  
12 not a pressure cooker environment, but rather there's  
13 one in which they are learning something new, then  
14 you have a success, and then that becomes  
15 transferable to other school systems. But if you  
16 insist on fighting the wrong battle in the wrong  
17 place at the wrong time because somebody knew how to  
18 get the money, I say that that's not wise. That's  
19 why I have white hair and why you don't. I have seen  
20 so many wars lost just that way.

21 MR. PENA: Under that concept, Perry,  
22 we ought to move all our programs to California and  
23 institute them there.

24 MR. SWISHER: I repeat: My generation did  
25 not learn to think by anomaly. I don't live in the

1 world of either/or. Rudy Pena lives there, I don't  
2 live there.

3 MS. SANCHEZ: You will have to pardon me,  
4 I am young and I am a dreamer, and I believe in a lot  
5 of liberal movements. If that's going to happen, I  
6 have to walk over there and do it. I believe a  
7 lot -- Like a counselor -- let me switch tracks here  
8 for a minute -- for example, a counselor cares so  
9 much as to drive out to Juan's house and see why he's  
10 planning on dropping out. What do you need money for  
11 that? You need 25 cents for gas to go down the road.  
12 Well, maybe not any more, since Saudi. But you know,  
13 I believe in a lot of sincerity. What's to stop  
14 somebody from going to these people who are against  
15 the Glens Ferry bilingual program and saying, "Hey,  
16 let me explain to you what is really going on. Why  
17 don't you come into the classrooms and see these  
18 kids, you know, intermingling with each other and  
19 learning from each other."

20 MR. SWISHER: Do I as an Anglo have to  
21 take a lecture, a Latino lecture on English  
22 rationalism? You are going to tell me to do the  
23 logical, sane, sensible thing; and to pay no  
24 attention to people's emotions or beliefs or fears?

25 MS. SANCHEZ: That's what I am saying.

1 Bring the mom and dad in there. Show Bob and Jane  
2 how little Johnny's doing with little Juan, you know.  
3 I mean I am going to get personal here.

4 MR. SWISHER: "See Jane run" is not my  
5 concept of --

6 MS. SANCHEZ: Is the majority of  
7 Glens Ferry Mormon? They are probably going to send  
8 their kids on missions, probably Argentina, and learn  
9 Spanish.

10 MR. SWISHER: In my judgment, you are  
11 thinking academically about a terribly personal  
12 problem.

13 MR. PENA: "Go back to your beet fields  
14 and get the hoe."

15 MR. SWISHER: See. He just says  
16 either/or. It's beet field or campus. It's  
17 Glens Ferry or California. If you can only think in  
18 that fashion, if you can only go boom bop like a  
19 computer, choice between a one and a zero, then you  
20 have no future. None of us has a future.

21 MS. SANCHEZ: I have been living among the  
22 Anglo community since day one. It wasn't until Boise  
23 State University, I had never been surrounded by so  
24 many Mexicans. I was like wow, that was culture  
25 shock to me. I was like wow, you know. It isn't

1 until I came to the campus of Boise State University  
2 that I was back in tune with my culture.

3 What I am saying is it's a tragedy that I  
4 couldn't learn some of this in elementary school and  
5 it wouldn't seem so strange to me. I didn't know  
6 about the Aztecs and how they were part of my culture  
7 and how my race came to be, how I am a hybrid race of  
8 combination of Spanish blood, Indian blood and maybe  
9 the Negroid blood. I have to learn that in college.  
10 Why couldn't I have learned that in elementary  
11 school? Why couldn't I have lived the Cesar Chavez?  
12 I was embarrassed, Madam Chairperson. My mother was  
13 making reference to Cesar Chavez and I said, "Who is  
14 that?" I didn't know. They looked at me in  
15 disbelief.

16 I know a whole hell of a lot about  
17 Abe Lincoln. I really wish the education was more  
18 well-rounded and it applied to all its students. I  
19 mean we are the majority minority. We are not the  
20 minority. And I feel that my mother's paid taxes.  
21 Hell, I should be getting the kind of education I  
22 want, you know. I feel very deprived.

23 MR. SWISHER: But that isn't what you and  
24 I were talking about. We weren't talking about that.  
25 There couldn't be anybody up here on this panel who



1 could disagree with what you say, nor is it possible  
2 for me. I will be 70 years old pretty soon, and I  
3 don't understand a world in which you did not learn  
4 about Montezuma or did not learn about Mexico or did  
5 not learn about the Spanish people, and only were  
6 told about Abe Lincoln.

7 I didn't go to a school like that. But I  
8 am an old man. All I am saying is that if you wish  
9 to go beyond the discussion of what's fair and get  
10 hit with the question of how do we let people know  
11 that children from different backgrounds and with  
12 different languages both benefit from doing this  
13 thing, what's wrong with --

14 MS. SANCHEZ: If a little white kid and  
15 little brown kid can just hang with each other and  
16 speak each other's language, what more proof do you  
17 want that this program works?

18 MR. SWISHER: I don't have any problem  
19 with that. What the hell do you think I am doing  
20 here? I don't have that problem. You are preaching  
21 to the chair. I am just saying you don't go to  
22 Glens Ferry to win that war.

23 MS. SANCHEZ: Why not? I don't understand  
24 why not. Economically, I don't understand it. Why  
25 not now? Why not?

1           MS. ESQUIBEL:        I think our issue is  
2 Hispanic dropouts, and I don't think we are here to  
3 argue the Glens Ferry issue. So let's go on. Do  
4 you have any questions of either Lisa or Janie,  
5 either one?

6           MR. WILSON:         I'd like to say this:  
7 Adding to what you have said, Lisa. Adding to what  
8 you have said about history. When we start seeing  
9 movies where the Indian has won, then we will see  
10 change in history.

11          MS. SANCHEZ:        But I also add to the  
12 dropout rate: I also think the media has a lot to do  
13 with the perception that Hispanic students get about  
14 themselves. It is very rare that we see a Hispanic  
15 portraying a positive role in a movie, television. I  
16 mean I could name them. Jimmy Schmitz on L.A. Law.  
17 That's all I can think of.

18                               And I think that the bad perceptions that  
19 these students get of themselves comes a lot from the  
20 media. A Mexican with an attitude in Idaho Falls,  
21 how do the media portray that? It portrays them as  
22 the bad guys. What else have we got? I can think of  
23 Colors, the movie Colors. According to these movies,  
24 we are supposed to grow up to be gang lords, drug  
25 lords, gang members, thugs. We are supposed to kill

1 people, rape people. It's our lot in life and that's  
2 what we should be doing. In essence, I think the  
3 media has portrayed us as an evil, loathesome people,  
4 and we should be made wary of by the Anglos.

5 MS. SHULER: I am really interested in  
6 having a student's perspective. I am sorry the  
7 superintendent left.

8 MS. SANCHEZ: It's dinner time.

9 MS. SHULER: I thought it was good to  
10 hear your perspective. I enjoyed it.

11 MS. SANCHEZ: I wish Mr. Billetz would  
12 have been here, actually.

13 MR. WILSON: The Vista program, Overgard,  
14 he's head of the program for the state. Do you  
15 get -- are you saying that there's not sufficient  
16 moneys that come to help get volunteers to come and  
17 participate in the program? Somehow, I am trying to  
18 clear up what -- you said there was a big problem.

19 MS. ORTIZ: The reason I say that is  
20 that I think the dropout problem that we have is --  
21 Because I know that the schools are all certified  
22 teachers and everything, you know. But because of so  
23 many students, so many students, the teachers don't  
24 have enough time to spend on this one student or two  
25 or three that need the special attention in order to

1 progress. So then, lacking that, they drop out of  
2 school. And that's when we get them. That's when I  
3 recruit my volunteer tutors to come and work with  
4 these students. And I think the school system should  
5 take a little bit -- maybe more aides to help them in  
6 the higher grades.

7 MR. WILSON: How successful are you in  
8 giving assistance to these -- after you get them? Is  
9 your program pretty successful?

10 MS. ORTIZ: The volunteer tutors are  
11 allowed to tutor one hour twice a week. But some of  
12 my tutors, they see such a big problem with this  
13 dropout that they tutor up to two and three hours,  
14 you know. Per student. Twice a week. Sometimes  
15 three times. Sometimes a weekend. So when I hear  
16 him say how he's doing this and how good and good and  
17 good, then why do we have these kids coming in to us.  
18 I am not talking about one a month. Like I tell you,  
19 GED just graduated last week. We already have six of  
20 these 16-year-old kids from junior high dropping out.  
21 And they don't want to go back. So don't you think  
22 we have a problem in the school system?

23 MR. WILSON: But do you have -- is there  
24 enough volunteers?

25 MS. ORTIZ: Yes. For what I have right

1 now, I already have my volunteers that are going to  
2 be working.

3 MR. WILSON: But that's not solving the  
4 problem?

5 MS. ORTIZ: No, it's not.

6 MR. WILSON: I understand what you are  
7 saying.

8 MS. SANCHEZ: My mom is a nice one. She  
9 can recruit people like that.

10 MS. ORTIZ: Just I talk to the parents,  
11 these teachers and everything, I tell them, "Hey, we  
12 need your help. I know you are doing a good job at  
13 the school and everything, but I still need your help  
14 over here." These people will volunteer because they  
15 see the need, you know. And I appreciate them a lot  
16 because they are doing this after their working  
17 hours, after they put up six or seven hours with 30  
18 or 40 students three or four times a day changing  
19 shifts, whatever.

20 MR. WILSON: So what this superintendent  
21 was saying is --

22 MS. ORTIZ: Me and him have gone about  
23 it. And Mr. Billetz. When they see me come in, they  
24 say "oh, no, here comes trouble" because I have told  
25 Mr. Billetz, "You don't need to hire more people, you

1 have students in there that have enough up here to  
2 work on a tutor basis with these students that are  
3 lacking the attention from teachers," I says.

4 MR. WILSON: Who is Mr. Billetz?

5 MS. ORTIZ: He's the principal.

6 MR. WILSON: He wasn't here, but you  
7 still have the same problem with the one that was  
8 here today?

9 MS. ORTIZ: Same here, Mr. Hurst.

10 MR. WILSON: I don't know whether you  
11 want a copy of that program.

12 MS. GOMEZ: I think if we wanted to  
13 really prevent or try to prevent high school  
14 dropouts, I think we need to begin at the elementary  
15 level. I think we need to start with preschool  
16 prevention programs. You know, they are doing all  
17 these things at junior high and high school level.  
18 That's too late. We have lost them by then.

19 MS. ORTIZ: I have explained this to  
20 them. I can't start at the high school, at the 11th  
21 or 12th grade. We need lower grade attention. By  
22 the time they are in junior high, if they are lacking  
23 attention and need help, hey, they are going to drop  
24 from there.

25 MR. SWISHER: Cars and girls win by then.

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MS. ESQUIBEL: I would like to thank everyone for participating, the panel for being here. I would also like to -- for the record, Goldie McClure, Acequia Elementary principal, has submitted his opinions on the issues that were discussed today, and they will be made part of the record. This meeting will now adjourn.

(End of hearing.)

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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 22<sup>nd</sup>  
day of May, 1991.

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

My commission expires 10/12/94



May 13, 1991

Arthur Palacios  
Civil Rights Analyst  
Western Regional Division

Dear Mr. Palacios;

Due to a family death and a funeral on May 15, 1991, I am unable to attend the forum on educational issues in the State with special emphasis on the drop-out rate of Hispanic students, its causes and solutions.

Since I am unable to attend I am writing a few ideas from the staff and myself about these concerns.

At the present time we have the following programs available in Minidoka County.

1. The pre-school program has been developed.
2. Summer migrant school is available each year.
3. The Migrant program and Chapter I programs are coordinating their efforts to help migrant students.
4. We see positive growth in Whole Language classes.
5. Computer usage has given the migrant students opportunity to progress at their own speed.
6. The availability of easy to read, good literature both in the classroom and in the library encourages reading.
7. We have an excellent home coordinator in the migrant program to communicate with parents.
8. We have three staff members completely bilingual.

We can see the need for improvement both in our schools and in schools all over the nation. The following are suggestions we would offer that might help alleviate the concerns at the elementary level.

1. Training for parents before their children begin school, on tips to help their children succeed in school.
2. More bilingual teachers and staff members.
3. More aides in the classroom, perhaps tied with the number of students needing assistance.
4. Instructors trained to teach English as a Second Language.
5. Inservice for staff in ways to help the new student coming in without English proficiency.
6. Educating families on the concern of taking a child on vacation for weeks, or months of the year.
7. Whole Language training for all teachers.

At the elementary level, we do not have a problem with drop outs. However, I feel we must be careful when considering retention. Retention should be seriously considered only in cases where maturity is a concern, not the ability to speak English.

*Goldie McClure*  
*Acquia Elementary*  
*Principal*