

## **EXECUTIVE SUMMARY**

**TITLE:** Idaho's Grow Your Own (Teacher Corp)

### **BACKGROUND:**

Historically, the Grow Your Own Program has attempted to provide support for the implementation of a program to promote and develop minority students into certified teachers with Bilingual (BE) and/or English-as-a-Second Language (ESL) endorsements. However, due to a variety of reasons, those attempts have not been successful.

### **DESCRIPTION RATIONALE:**

In its continuing effort to increase the number of teachers with Bilingual and/or English-as-a-Second Language endorsements, the Grow Your Own Program will change its focus to provide a career ladder program to assist school district employees and volunteers in completing requirements for an Associate and/or Baccalaureate Degree in Education, with a Bilingual and/or ESL endorsement. The need for this program is critical, based upon enhanced certification requirements which will be effective in 2004 for BE and ESL teachers, a projected shortage of teachers due to attrition and retirement, the need for role models/mentors to assist in reducing dropout rates among all students, especially minorities, and an increasing underserved minority population.

### **FISCAL IMPACT:**

Year 1\* \$770,000: \$220,000 for four faculty positions, \$450,000 for 150 student scholarships, and \$100,000 for operation/technology support.

\* Subsequent year funding will be based upon required increases and enrollment.

**TITLE: Idaho's "Grow Your Own" (Teacher Corp)**

**BACKGROUND:** The combined interest of Idaho's minority populations, led by the Task Force on Hispanic Education and the Idaho Indian Education Council, have tried unsuccessfully for several years to develop specific initiatives in support of educational opportunities for Idaho's underserved minority population. In 1999, the State Board of Education (SBOE) and the House and Senate Education Committees endorsed two initiatives in support of minority educational opportunities: "Grow Your Own" and "Success For All." Additionally, the Governor, in his budget request, supported the "Grow Your Own" proposal. Unfortunately, the Joint Finance and Appropriation Committee (JFAC) did not recommend funding the requests. The need remains!

The SBOE, with the urging of the two minority councils, has reviewed the expressed need and determined the value of promoting the "Grow Your Own" initiative in the SBOE budget request. Future efforts will likely be made to recognize "Success For All."

**DESCRIPTION:** The "Grow Your Own" effort seeks to provide educational opportunities for qualified applicants. The actual program will enhance the skills and knowledge of the participants by providing support for the completion of an AA/AS and/or BA/BS degree in education with a Bilingual and/or English as a Second Language (ESL) endorsement, with multicultural interests.

The program is designed to allow the participants a career ladder program to become certified teachers while remaining employed by a school district and continuing as a contributing member of their community during study. This effort will assist the participant in meeting family, community, and educational demands.

**RATIONALE:** For school year 2000-2001, almost 18,000 Limited English Proficiency (LEP) students are predicted to be enrolled in Idaho's public schools. The majority will be Spanish speaking (14,653 or 82.5 percent), with Native American (1,453 or 8.2 percent) and Central European/Russian (698 or 3.95 percent) languages also represented. For the past ten years (1990-2000) there has been a steady, if not volatile, increase in the population of LEP students in our schools (from 2,992 in 1990 to 16,338 in 2000). This growth and need has gone underserved in many of the school districts.

Nowhere is this more telling than in the data identifying the K-12 LEP population (2000-2001) that shows a 30-40 percent drop in these students by the end of grade 10 (age 16). This figure is compiled from reports submitted by eighty-seven (87) of the 113 school districts in the state that identify LEP populations. These "drop outs" have an immediate impact upon their families and a long-term negative correlation on the state's economy and development. In 1999-2000, the State of Idaho allocated \$3,750,000 in LEP funds. This commitment treats the symptom, but does little to seek relief in a manner that will address, in long-term effort, the source of the problem.

In an effort to identify educational needs, the SBOE adopted a five-year Statewide Strategic Plan, 2000-2005. Included in the plan are four elements that identify "quality," "access," "relevant," and "efficient" goals for education. Within these goals are thirty-five measurable

objectives directly related to improving educational opportunities in the state. Of the thirty-five objectives, thirteen (13) are applicable or directly related to improving opportunities and success for minorities. Goal II - Access Objective 5, "Encourage and facilitate inclusion of Idaho's minorities in the education system" and Objective 6, "Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions" are objectives that address the source problem and the need for programs like Grow Your Own.

Additionally, the State Board continues its endorsement of National Board Certification for teachers and directs Idaho's MOST (Maximizing Opportunities for Students and Teachers) programs through a partnership with the J.A. and Kathryn Albertson Foundation. In each, the emphasis is in providing "Idaho students with excellent and innovative instruction from motivated, qualified teachers" (Goal I, Quality, Objective 7, SBOE Plan).

The recognition of this rapidly changing student population and need for specially trained teachers is further addressed by the State Board in identifying new levels of school personnel certification (Revised April 5, 2000). The new endorsement requirements for those teaching English as a Second Language (ESL) and Bilingual Education (BE) within Idaho's school districts will take effect July 1, 2004. The state is already short of qualified ESL and BE teachers and the demand is increasing. Failure to meet these teacher certification requirements will result in potential financial and accreditation problems for the affected school districts.

However, there is a pool of potential school district employees, many serving as educational assistants, that can with adequate support meet Idaho's ESL/BE student needs. In meeting this need, the State can reduce the gap in minority representation while at the same time filling projected teacher vacancies caused by attrition and the "graying" of our teacher corp.

The potential is there! Among the employed educational assistants in districts today, there are seventy (70) working towards a degree and 215 taking district supported in-service classes. These efforts highlight the ongoing interest.

In all, as the new standards for students and teachers alike demand an improved statewide system, it is our responsibility to ensure that a significant and growing section of our population not be left behind. We have moral, ethical, and economic reasons to meet this need.

**APPLICANT QUALIFICATIONS:** The applicant/recipient of this effort must meet the following requirements:

1. Be and remain an employee or volunteer of the public school district.
2. Have at the time of application a high school diploma or GED.
3. Must be a permanent resident or citizen of the United States, and a resident of Idaho.
4. Must have English and native or near native language skills in another language, as appropriate, and an awareness of bicultural interests.
5. Must commit to seeking an ESL and/or BE endorsement with the understanding of a bicultural environment.
6. Must meet college entry-level admission requirements.
7. Must maintain a minimum GPA requirement for the college of record.

**ADMINISTRATION:** The State Board of education will administer, through its colleges and universities, the Grow Your Own Program. The colleges/universities will be responsible for coordination of the program to include staffing, student recruitment, advising, and college/district liaison.

Efforts by Boise State University, the College of Southern Idaho, and Lewis-Clark State College through external grants have provided a model for designing and coordinating this type of program. Any present external grant activity will be run in compliance with the grantor and in conjunction with this request.

Reporting components of the State Board approved "Performance Measures" will be used to provide information and accountability to the State Board of Education, the Legislature, and the general public prior to continuation of the project after the first year and requests for additional funding.

**FISCAL IMPACT:** There is a fiscal impact during the first year of the program and subsequent years (with approval) to ensure opportunity and sufficient time for the students to graduate.

Date of funding: July 1, 2001

Amount of funds required (1st year): \$770,000

Distribution of funds:

- (a) Hiring of four (4) qualified ESL/BE instructors for the College of Southern Idaho, Boise State University, Idaho State University, and a partnership of North Idaho College, the University of Idaho and Lewis-Clark College. Cost: approximately \$55,000 each for a total of salary and benefits of \$220,000. Subsequent years will require additional support.
- (b) Student Scholarships for tuition/fees and books/materials at 120-150 students x \$3,000 (annually) = \$450,000
- (c) \$100,000 in technical support funding for information technology and/or travel expenses to established instructional points.
- (d) In-kind coordination and support from school districts in association with employee development.

Total Request: \$770,000 for the first year. Subsequent years will require adjusted staffing costs, student numbers, and applicable support. However, any reduction will directly impact the level of support for students.

Project Life: Six (6) years, or as needed.

## **Task Force on Minority Education**

Minutes - July 11, 2000  
8:35am - 2:00pm  
J.R. Williams Bldg - West  
Boise, Idaho

Attendees: Sam Haws (chair), Greg Fitch, Dan Regan (for Rita Morris), Daryl Jones, Molly Fuenteallo (for Arnold Hernandez), Tom Farley, Bob Sobbota Sr., Bob Sobbota Jr., Angela Luckey, Robin Dodson, Lynn Humphrey, Jonathan Lawson, Dale Gentry, Jerry Beck and Hector de Leon.

Audience: Tom Farley and Bob Sobbota, Sr.

### 1. Call to Order

Ms. Haws brought the meeting to order at 8:35a.m.

### 2. Task Force Name

Ms. Haws stated the reason for the committee meeting today is because we haven't had success in the past. However, she did not want to spend time reviewing the things that have gone wrong in the past, but wanted to concentrate on ways to improve the future. She felt the individuals participating in the meeting are individuals who have the experience and knowledge to make a difference and welcomed their input and guidance.

Ms. Haws said the need has been identified and there is a product to fill the need. She felt one of the major issues relating to the fulfilling the need is marketing, i.e. how to market the product to those who need it. One of the marketing issues she felt should be addressed was the name of the committee. She felt the inclusion of the word targeted would improve the image of the committee as it did not have the special interest connotations of other words.

Suggested names were Task Force on Targeted Education Initiatives and Success for All Task Force. Dr. Dodson felt including the word targeted was indicative of a living mission which was not specific to one group. There was discussion on what would be the best name for the task force. Some individuals felt the name should specify exactly what was being addressed and others felt the name should not be restrictive to one issue or constituent group.

Dr. Fitch felt there was a great deal of frustration due to the fragmented approach that has been taken in addressing the issues. He felt a name such as the Task Force on Targeted Education Initiatives would eliminate the fragmentation and the concept of minority versus non-minority, etc.

Dr. Fitch suggested there be a Task Force on Targeted Education Initiatives and suggested the following:

- Mission: To further support and advance targeted educational initiatives that will enhance the lives of our citizenry.
- Goal: To promote educational initiatives that provide opportunities for minority interests and special populations.
- Objective: To create a coordinated request to fund two educational initiatives, State Board supported, for the upcoming legislative session.
- Involvement: State Board of Education, the Governor, Task Force representatives, colleges and universities.

Dr. Fitch said any proposed initiatives needed to be addressed immediately in order to meet legislative timelines.

Dr. Jones felt that before an appropriate name could be selected there needed to be clarification on the task force's long-term charge, i.e. was it to focus on general education issues, minority education issues, or issues within the minority education area. Ms. Haws said the long-term charge is to focus on issues relating to under-represented target groups. Board membership appointments on the TEGAC may also impact the task force charge.

Mr. Regan felt the task force's debate on the name reflected a national debate as to the content of various initiatives, i.e. should the initiatives be specifically focused on minority people or on targeted groups. He did not feel the name selection would be resolved today. He suggested a pragmatic strategy be determined to get beyond the terms of the debate and inject in the name, strategic plan and goals enough specificity to get the program started while including enough generalities for growth. He suggested a name along the lines of: Task Force on Minority/Targeted Education Initiatives.

### 3. Mission & Goals

Ms. Haws suggested the mission be to:

1. Develop and recommend initiatives and improvements.
2. Provide comment and feedback to the Board on matters before the standing committees.
3. Provide policy recommendations and budget items.
4. Provide a means to ensure long-term success.
5. Provide coordination of concerns related to minority populations.

Ms. Haws said the mission was a part of the umbrella of the Targeted Educational Groups Advisory Council (TEGAC) and felt today's meeting was to target on specific initiatives.

Dr. Beck said one of the problems in the past has been that there has not been clearly defined goals for the groups to address. He felt the task force should define its goals so everyone could remain enthusiastic and work towards success.

Mr. de Leon updated the committee on the Grow Your Own and Success for All Children initiatives:

Grow Your Own: evolved from BSU, ISU and UI programs, which became the base for a five-year plan with a budget request the first year of \$217,800 to recruit 30 students. At the end of five years, it is projected that approximately 90 students will have successfully gone through the program.

Success for All Children: when developed, it was called Multi-cultural Education. However, when presented to the Board in August 1999, it asked that the name be reviewed. At that time the Board charged Dr. Mike Rush and Mr. de Leon to work with the Dr. Howard to develop something that could be supported and to change the name to something that everyone would support. As a result, the name was changed to Success for All Children.

Dr. Luckey said the Grow Your Own program addresses community and cultural issues that can keep a student from continuing their education. One of the reasons for the success of the program is its ability to address issues specific to individual communities.

Dr. Beck said one of the problems with the Grow Your Own is enrolling people who want to be teachers. And, that it is not just a minority issue, as it is difficult to find people anywhere who want to enter the teaching profession. Dr. Jones agreed and said statistics indicate the problem is much broader than just attracting minorities into the field.

Mr. Farley felt goals needed to be set that would change the way things are done in curriculum and instructional strategies, and also determine what is to be done with assessment results. He felt one of the things a task force could do is to give the SBOE, the SDOE, the Governor and the Legislature direction on what is being targeted.

Mr. de Leon felt that since the largest minority group is Hispanic, the task force should focus its attention on their issues and not fragment itself into other areas.

Mr. Sobbota (Jr.) did not feel the task force should focus exclusively on Hispanic and there are many issues facing other groups such as Native Americans.

Dr. Dodson said the focus of Grow Your Own is very narrow in that it only addresses Hispanic teacher training and does not include other minorities or study areas. He said there is concern among other groups such as the Statewide Engineering Education Advisory Council that minorities are not entering engineering, medicine, etc. He felt that if the task force was to focus on Grow Your Own for Teacher Education, it needed to be made clear that it is for teachers.

Dr. Beck said that if there is to be success in getting minorities into higher education, the institutions needed to help them be what they want to be and not tell them what they are going to be. He was concerned that there is very little financial assistance available to minority students who want to go into areas other than education and there are not many who want to enter the

education field. Dr. Lawson agreed and felt encouragement and assistance should be given to minority students in all areas of higher education.

It was suggested that in order to enable as many students as possible to go through the higher education system, the committee should make all children graduating from high school its #1 goal and felt Grow Your Own would help address that problem.

Dr. Fitch felt the task force should focus on one targeted responsibility so it can move forward and address other areas of concern. Ms. Guerra agreed and felt the reason for creating the task force was to assist in gaining approval for the Grow Your Own and Success for All initiatives.

Ms. Haws said the intent of meeting today was to not to identify all target groups and their issues, but to determine how best to support the two identified initiatives. Dr. Dodson felt the first step would be to adopt the budget request, the second would be to get the Governor's approval and the third would be to begin working for legislative support. He felt the difficulty in getting funding in the past was due to inattention to details and if those were cleared up, the programs would more apt to get funded.

Dr. Gentry said he supported the Success for All program because it helps the entire education system. He felt the task force should show people how focusing on the program benefits everyone. Dr. Dodson said every parent across the nation is concerned about the quality of teachers in the classroom and that when a teacher is elevated, everyone is elevated; not just Hispanic or Native American. He felt that by advocating the program as helping everyone, funds would be more likely appropriated.

Mr. de Leon reviewed the Need, Program Purpose/Design, Impact and Budget of the Grow Your Own Teacher Program. He then responded to questions.

It was decided that the targeted group for support from the Grow Your Own Teacher Program will be teacher aides who are employed or volunteer aides who:

1. are already in the classroom, and
2. meet institution and program entry requirements, and
3. are currently working in special education, bilingual/ESL, technology, reading or math/science, and
4. are legal residents, and
5. as appropriate, speaks English and Native, or near native, skill in another language, with emphasis of bicultural awareness.

Dr. Luckey suggested and it was agreed that the task force focus on Grow Your Own and look at Success for All at a later time. Mr. de Leon said he agreed, provided it was understood that Success for All would be addressed later.



#### 4. Funding

Dr. Fitch suggested a proposal be written, with the cooperation of BSU and CSI, for presentation to the legislature. The proposal would include projections on students served and costs. Financial figures were reviewed.

Dr. Jones said BSU currently has a \$245,304 federal grant which supports 30 students by covering 90 percent of their costs.

Dr. Dodson felt the task force needed to be careful that their actions were not perceived to be tied to federal mandates under Title IV. He also was concerned that if the local school districts felt they would be required to put money into the program, they would lobby against it.

Dr. Beck agreed that the mind set of K-12 administrators needed to be changed so they would consider paying tuition and fees for their employees/volunteers that are trying to get advanced education. He did not know of a business that would not pay to educate its employees in some way, but education does not support its own employees.

Dr. Beck said CSI is building a ladder where people can move through certificate programs and would probably be funded, at least in part, through technical education. The students would then be able to move on to the A.A.S. and B.S. programs.

Dr. Dodson said one issue that needed to be addressed was the whether or not the institutions could accommodate the additional FTEs that would be needed to expand the program. Dr. Gentry said that most faculty are now working at full capacity so additional FTEs would be necessary. It was felt that for the first year the amount needed to serve 30 students in each of the six areas would be approximately \$800,000. There was discussion regarding ways to fund additional faculty positions, i.e. reallocation, partnerships and SDOE support.

Dr. Jones was concerned that there would be difficulty recruiting enough students to fill the positions and support hiring additional faculty, i.e. the school districts may want the people, but the students may not want it. It was felt that if the districts could commit to providing health insurance to the aids, more people would be interested in going through the program. Other issues discussed that impact student registration are access, transportation, local district support and transferability between institutions.

Dr. Dodson felt it would be beneficial to get stakeholder groups involved so they could assist with lobbying legislatures for funding.

Dr. Fitch clarified that the task force agreed to the following:

This is an enhancement request by the State Board of Education as a special project, that it will be handled for distribution by the State Board of Education to the post-secondary institutions with a reporting sequence back at the end of the year so the task force can go for its second year. Dr. Fitch felt they should ask the legislature for the approximate

amount needed for the first year with the annual reports showing what would be needed for subsequent years.

5. Other

Dr. Fitch said the OSBE would write the grant application. Dr. Jones suggested that either John Jensen or Jay Fuhrman be asked to become involved in working out some of the budget details.

Dr. Jones clarified that what will be presented to the Board is the need for approximately \$800,000 the first year. The money will serve 120 students at approximately \$3,000 per student, which includes is the cost for four faculty who will be distributed around the state.

Task force members will contact education stakeholders around the state to solicit support for the program. Dr. Dodson suggested Ms. Haws contact the Governor to get his support.

6. Adjourned

The meeting adjourned at approximately 2:00pm