

Bridging the Educational Gap for Hispanic Students in Idaho

3 Year Comprehensive Plan



Follow up from recommendations and findings
**“Idaho Summit on Educational Excellence
About Hispanic Students”**

Prepared by

Idaho Commission on Hispanic Affairs

in partnership with

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Safe and Drug Free Schools

Acknowledgements

The “Idaho Summit on Educational Excellence About Hispanic Affairs” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions.

This document Bridging the Educational Gap for Hispanic Students in Idaho work plan is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper, into a plan for action. The success of the report can be attributed to the many partner agencies, staff members that collaborated and contributed their time, energy, and expertise to this project. Their commitment and dedication to furthering interagency efforts that focus on the needs of Hispanic families in Idaho, is very much appreciated.

Education is undoubtedly a tool for empowerment and it is that tool that the Idaho Commission on Hispanic Affairs will seek to champion for Hispanics in Idaho. This report will be used as model to map the issues and present it to policy makers at the state legislature. This is the beginning for the Commission in addressing the issues and the objectives for education:

- Target organizations and education experts and find ways to maximize resources and push for more positive, fundamental, and systemic change;
- Increase awareness of the dire needs and challenges that face Hispanic students;
- Promote more parental involvement and encourage parents to instill the values of education in their future;

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap.

Special thanks to Galen Louis, Ph.D. Idaho State University and Lisa Salazar, MPH, Idaho State University.

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Problem Statement

The Hispanic population is the fastest growing ethnic minority in Idaho, representing eleven percent of Idaho's total population. Despite eight years of "No Child Left Behind," the statistics show that Hispanic students in Idaho lag far behind their White counterparts in acquiring proficiency in the basic areas of Reading, Math and Language Use in all grade levels as measured by the Idaho Standard Achievement Test (ISAT). Mirroring national trends, the high school drop-out rate for Idaho Hispanic students is higher than for white students, and the representation of Hispanic students in our institutions of higher education is disproportionately low (Idaho Commission on Hispanic Affairs 2007, Seidman 2005, Carter 2006, Brown, Santiago & Lopez 2003).

While there is adequate documentation of the above problems and many commendable efforts in addressing them here in Idaho, there has not been a comprehensive approach of addressing them. The "Idaho Summit on Educational Excellence About Hispanic Students " was organized by the Idaho Commission on Hispanic Affairs (ICHA) to act as a catalyst to reexamine these issues. However many of the issues that were talked about in regards to Hispanic education are the same ones that were discussed decades ago. Margie Gonzalez, Executive Director of the Idaho Commission on Hispanic Affairs opened the meeting by explicitly saying that the purpose of the conference was to "move one step beyond the discussion and start moving toward recommendations, accountability and resolutions for action."

Purpose of this Work Plan

The “Idaho Summit on Educational Excellence About Hispanic Students” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions. The key word here is “solutions.” The conference centered about successful programs and concepts that could be replicated. Tom Luna, Idaho’s Superintendent of Education said in his keynote address about solutions that “ quite frankly this is not easy and probably ought not be easy because what we are dealing with is so critical, the children and the future.”

And so, this work plan paper is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper Report, into a plan for action.



Work Plan Goals

If taken in its entirety, the task of bridging the education gap for Hispanic students appears overwhelming. The education gap spans all age groups of Hispanics in Idaho. For grades 3, 4, 7 and 8 Hispanic students that were below “basic” level of proficiency were more than double that of white students in the areas of Reading, Math, and Language Usage (ISAT 2008). Although there has been continued improvement in the past ten years, more than one in twenty Hispanic teenagers dropped out of Idaho public high schools in the 2006-2007 academic year (Idaho State Department of Education). It is estimated that in the 3 year period of 2005 to 2007, 87.4% of Idaho adults over the age of 25 have earned a high school diploma or GED. Meanwhile, only 29.94% of Hispanics in that same category have. While 23.6% of Idaho adults over the age of 25 are graduates of a four year higher education institution, only 7.3% of Hispanic adults over 25 are in this category (American Factfinder- US Census Bureau 2008).

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap. A list of the work group is attached as Appendix A. They met in Boise, Idaho for four six-hours work sessions plus numerous hours of offsite phone meetings to produce this document. It should be noted that this valuable contribution of time was strictly voluntary.

Five areas of concentration were identified to segment the work plan into viable, yet coordinated efforts. They were:

- ✦ Standards and Accountability
- ✦ Programmatic Initiatives
- ✦ Pipeline: Teacher Training
- ✦ Pipeline: Community Empowerment
- ✦ Pipeline: Infrastructure

Work Plan Objectives

The overall objectives for this project are summarized below. In the Appendix B, you will have a detailed work plan with assignments, performance indicators and a timeline with expected dates of completion.

STANDARDS AND ACCOUNTABILITY

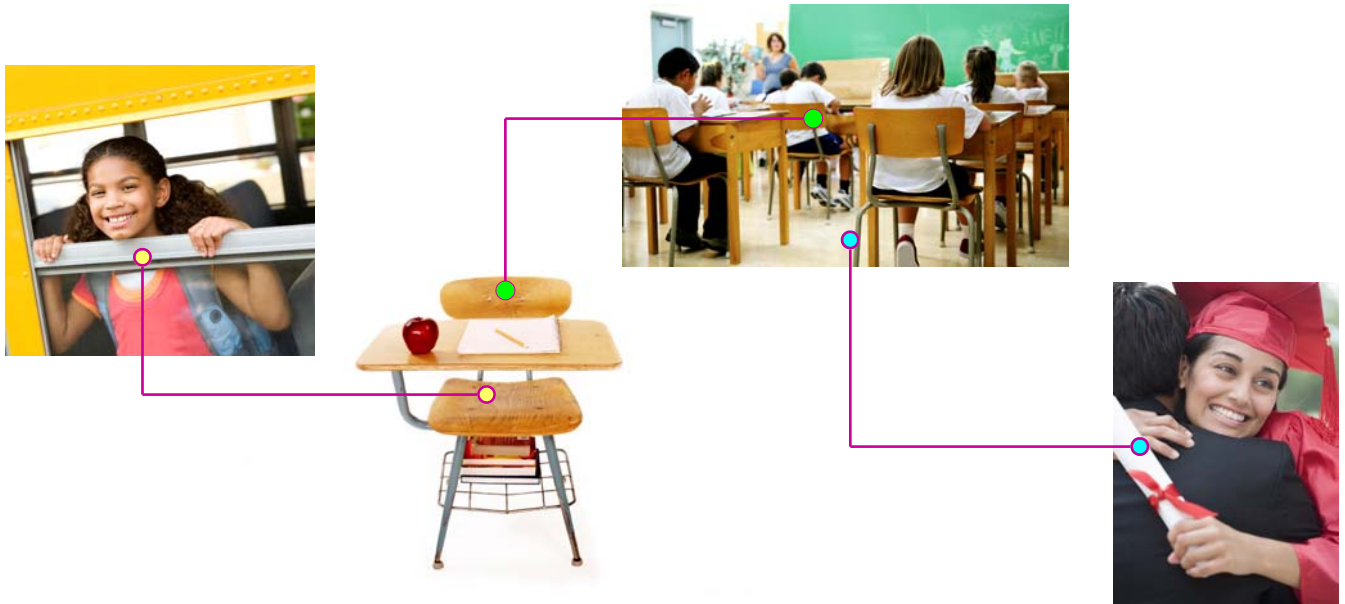
- 1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development
- 1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts
- 1.1.3: After initial regional training, provide on-going support via webinars
- 1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs
- 1.2.1: Hold a State sponsored biannual LEP-Migrant Conference
- 1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans
- 1.2.3: Develop a mechanism by which a district can request technical assistance
- 1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students
- 1.2.5: District visits for technical assistance and monitoring
- 1.3.1: Establish unique student ID numbers for longitudinal monitoring
- 1.3.2: Make the “Longitudinal Data System” live and available to all school districts
- 1.3.3: Produce the first annual report using the Longitudinal Data System

PROGRAMMATIC INITIATIVES

- 2.1.1: Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs
- 2.1.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.2.1: Compile a concise point-by-point statement on how we could improve NCLB for ELL students
- 2.2.2: Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions
- 2.3.1: Prepare a review of literature and 'best practices' regarding out-of-classroom programs
- 2.3.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data
- 2.4.2: Solicit current students or recent graduates for testimonials
- 2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support
- 2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts
- 2.4.5: Post the CD presentation on a website

TEACHER TRAINING

- 3.1.1: Establish a contact list of school leaders with interest in ELL and Bilingual education
- 3.1.2: Send survey to school leaders around the state to assess interest and need
- 3.1.3: Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators
- 3.1.4: Give a presentation to the Idaho Association of School Principals
- 3.2.1: Identify or create a quality seminar/workshop focused on objective
- 3.2.2: Identify and recruit quality trainers
- 3.2.3: Identify location and logistics (Program planning)
- 3.2.4: Partner with a college or university to offer credit for the training
- 3.2.5: Deliver Professional Development



COMMUNITY EMPOWERMENT

- 4.1.1: Establish Definition of CWI for application
- 4.1.2: Establish and convene a CWI workgroup to create the three year module
- 4.1.3: Establish 3-year plan for submission
- 4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1)
- 4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by adult basic education and workforce training)
- 4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho
- 4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey)
- 4.2.4: Marketing Information about ABE and student services to the Advanced Learning Partnerships (Including media plan)
- 4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF)
- 4.3.2 Identify pilot site and securing approval
- 4.3.3 Implement Plan
- 4.3.4 Evaluate and disseminate findings from pilot test.



INFRASTRUCTURE

- 5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available
- 5.1.2 Develop a training module for pre-college counselors and employees of Hispanic –serving organizations to access programs
- 5.2.1 Solicit and inform all qualified or potential Hispanic Serving Institutions (HSI) to become informed about the application criteria and process
- 5.2.2 Advertise and schedule trainings to all current and potential HSI
- 5.2.3 Implement training curriculum
- 5.3.1 Identify & rank all Vocational & Technical Programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc.
- 5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color
- 5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations
- 5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011
- 5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities
- 5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to identify and work with students to develop future educators
- 5.4.3 Administer a statewide or regional conference or seminars for advanced students (who are considering teaching as an option)





INFRASTRUCTURE, cont.

- 5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard
- 5.5.2 Assess current levels of external and internal funding for teacher training
- 5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students
- 5.5.4 Establish a grant writing strategy and apply for grants

Historical Trends and Expected Outcomes

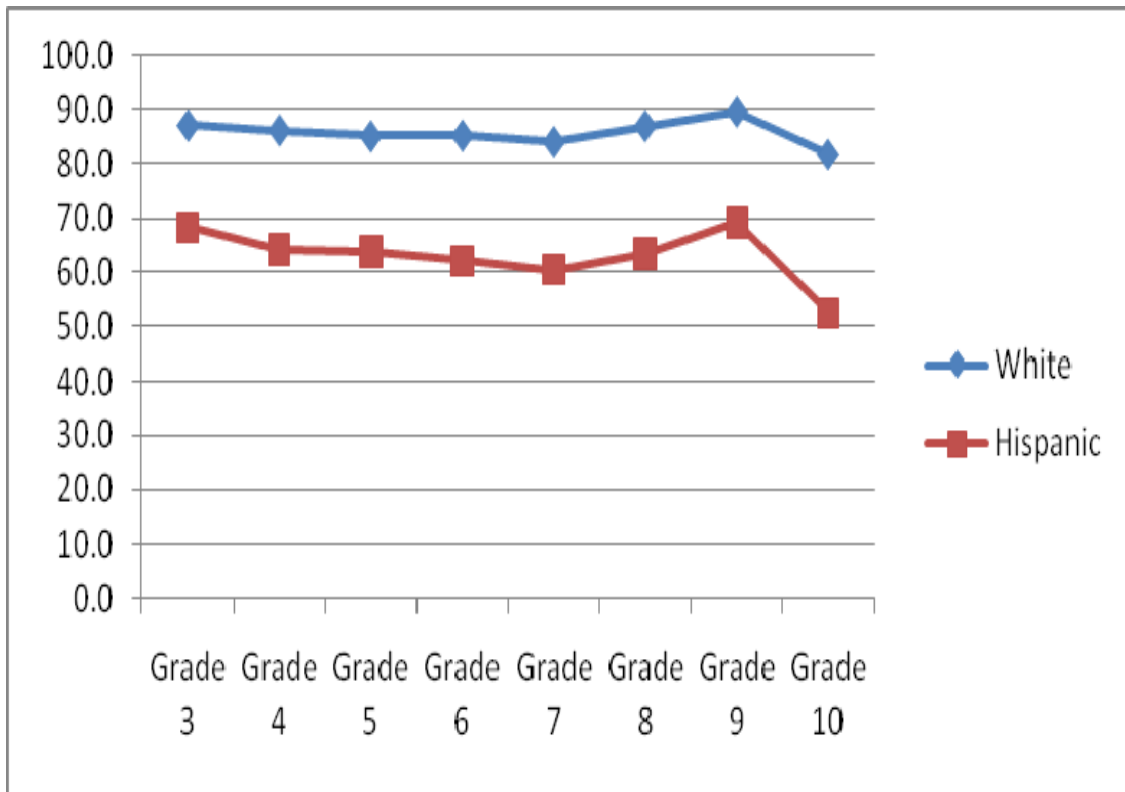
When Idaho's Superintendent of Education Tom Luna addressed this workgroup on June 8, 2009, he charged the group with not only closing the educational achievement gap between Hispanic and White students in Idaho; he stated that our goal should be to take measures to eliminate that gap completely. With that understanding we quantified the gap as it exists today.

And while the objectives we have outlined are important process oriented measures, the impact of our activities must necessarily be seen through the reduction of the gap. Tom Luna, asked the Task Force to provide an historical depiction of Idaho's performance by subject area and by grade level for the past six years to provide a baseline from which to measure progress. The Idaho Standard Achievement Test (ISAT) measures student ability in four areas: Reading, Mathematics, Language and Science. Results are broken down in four levels of student performance: Below Basic, Basic, Proficient and Advanced. The ISAT is administered twice a year and for consistency, the numbers reported are from the spring semester administration.

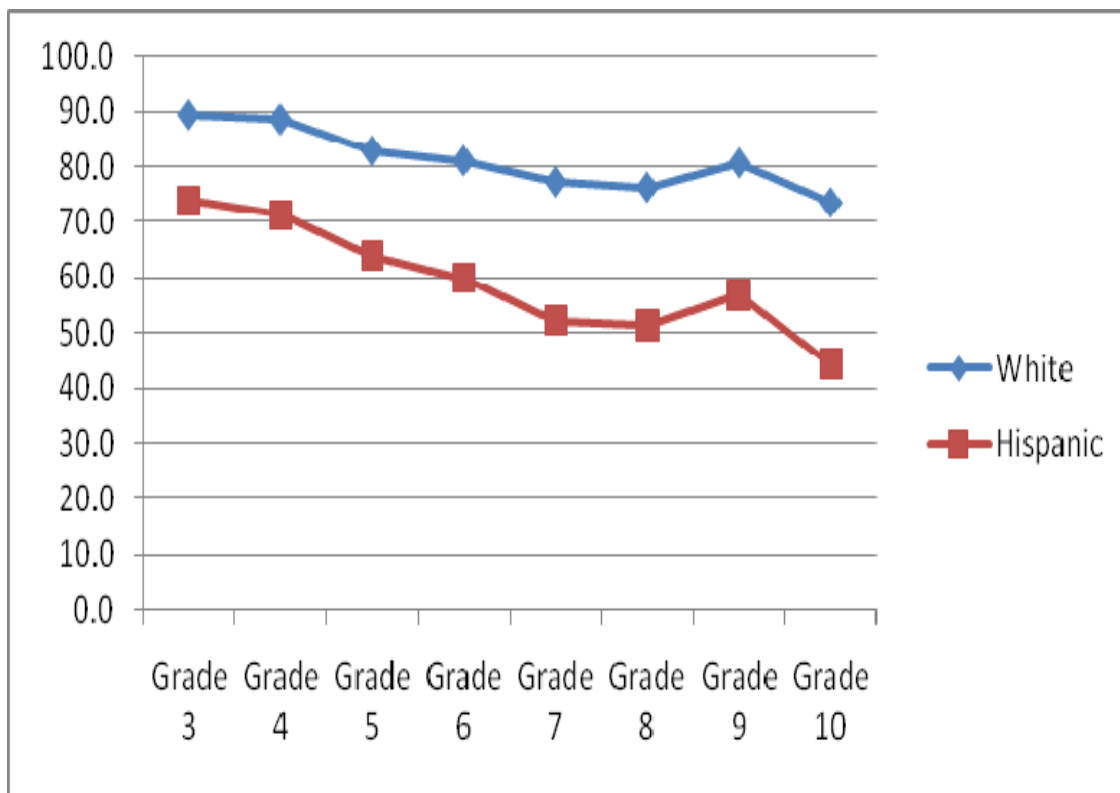
The next four charts depict the average percent of student achievement for the period 2004 through 2009 by grade, by race/ethnicity. It looks at the percent of students who perform at the Proficient and Advanced levels. You will see that for that time period the gap between White and Hispanic students has not fluctuated together, but the gap remained nearly constant over the grade levels.

We have also attached as Appendix C a set of graphs that is a more detailed depiction of the gaps by grade, by subject, by race/ethnicity, by year over the period 2004 through 2009.

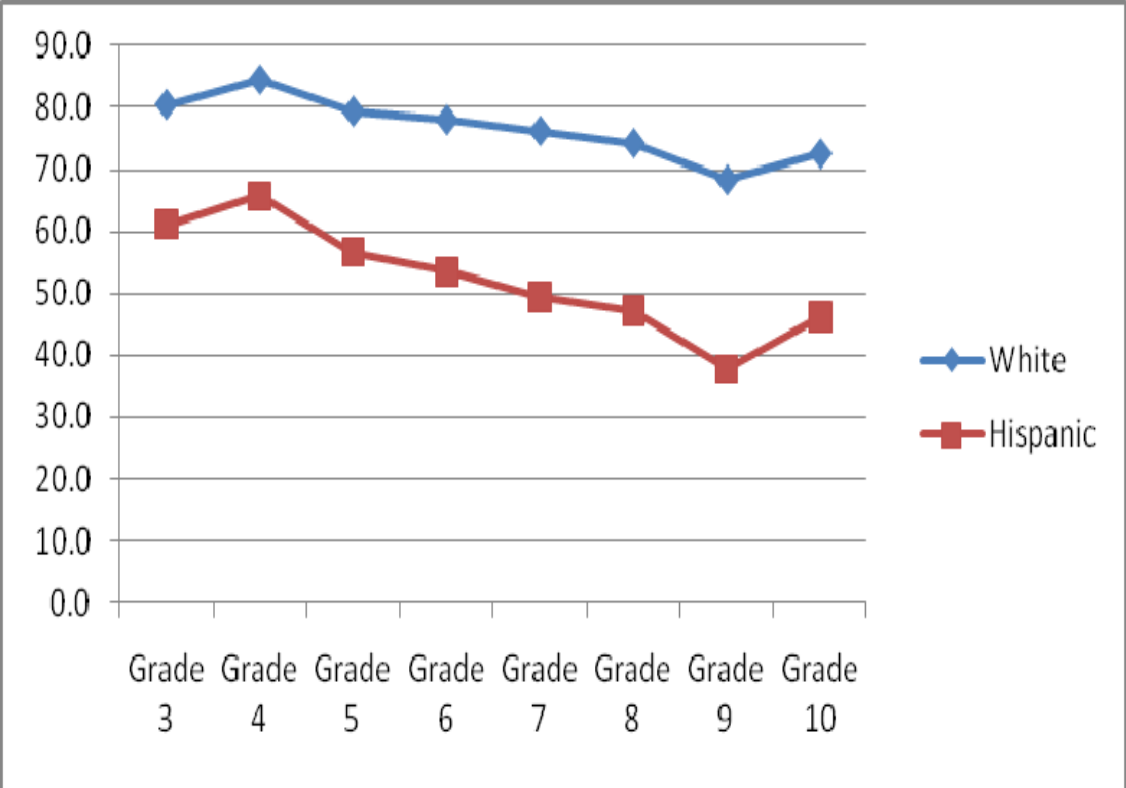
READING: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



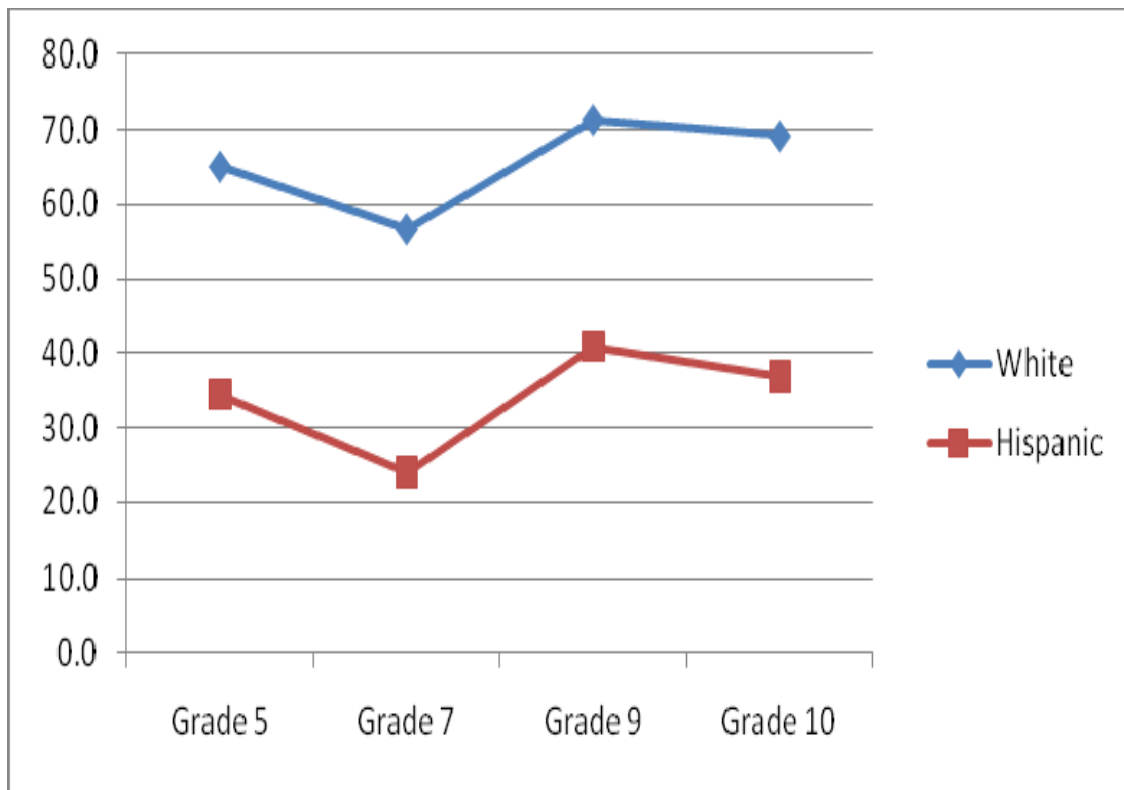
MATH: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



**LANGUAGE: Average Percent “Proficient” or “Advanced”
for 2004-2009 by Ethnicity**



SCIENCE: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



The Road Ahead

The State Department of Education has established achievement goals for the next three years independent of this specific study. A fuller description of this can be found at the following website (accessed 3.2.2010). Like our study, the goals depict the percent of students that should be in the Proficient or Advanced levels of achievement.

	2008-09 2009-10	2010-11 2011-12	2012-13	2013-14
Reading	85.6 %	90.4 %	95.2 %	100 %
Language Usage	75.1%	83.4 %	91.7 %	100 %
Mathematics	83.0%	88.7 %	94.3 %	100 %

<http://www.sde.idaho.gov/site/assessment/ISAT/docs/accountability/Current%20AYP%20Targets%20January%202010%20NEW!.pdf>



While the above represents overall goals, we feel that it is important that grade level achievements must be met in concert with the above goals.

The following tables show the current status of where our students are at this point in time. You will note that in many cases the goals for White students have been met. Yet, for Hispanics the gap persists.

		2003	2004	2005	2006	2007	2008	2009
READING								
Grade 3	White	n/a	89.6	87.4	85.0	84.5	85.9	89.6
	Hispanic	n/a	72.4	67.9	66.8	62.5	66.5	74.1
Grade 4	White	79.8	85.7	89.3	87.7	84.4	86.5	89.4
	Hispanic	50.3	62.7	71.1	69.7	60.6	64.2	71.5
Grade 5	White	n/a	n/a	80.0	86.0	82.8	87.2	89.1
	Hispanic	n/a	n/a	52.4	65.5	56.7	69.9	74.6
Grade 6	White	n/a	n/a	84.8	85.7	81.5	85.2	88.6
	Hispanic	n/a	n/a	58.2	62.5	54.2	63.6	72.4
Grade 7	White	n/a	77.2	84.2	88.5	81.1	84.6	88.4
	Hispanic	n/a	51.6	59.6	67.7	55.3	59.7	69.5
Grade 8	White	77.8	85.5	85.3	86.6	88.8	90.9	93.4
	Hispanic	43.8	57.7	60.4	57.5	68.7	74.4	81.4
Grade 9	White	n/a	n/a	n/a	n/a	90.3	88.9	n/a
	Hispanic	n/a	n/a	n/a	n/a	71.7	67.0	n/a
Grade 10	White	79.0	81.8	87.8	86.7	82.3	88.9	64.9
	Hispanic	40.7	45.5	58.7	59.7	55.0	67.0	40.8



		2003	2004	2005	2006	2007	2008	2009
MATH								
Grade 3	White	n/a	88.8	85.6	93.6	89.1	90.0	89.5
	Hispanic	n/a	72.9	65.0	82.0	73.6	75.0	74.6
Grade 4	White	80.6	86.6	92.5	92.2	85.2	87.2	88.1
	Hispanic	58.0	67.6	71.5	77.4	65.2	71.5	74.5
Grade 5	White	n/a	n/a	84.1	90.7	76.7	81.8	81.4
	Hispanic	n/a	n/a	66.8	74.7	54.2	60.3	63.5
Grade 6	White	n/a	n/a	74.9	88.5	79.1	81.0	82.1
	Hispanic	n/a	n/a	59.3	72.1	51.4	57.7	59.2
Grade 7	White	n/a	72.6	79.3	79.5	74.2	78.9	79.4
	Hispanic	n/a	46.5	54.1	56.0	48.4	54.0	54.3
Grade 8	White	56.5	70.1	72.8	75.4	75.6	81.9	82.1
	Hispanic	24.9	38.9	46.3	50.5	50.8	62.4	59.4
Grade 9	White	n/a	n/a	n/a	n/a	81.3	80.1	n/a
	Hispanic	n/a	n/a	n/a	n/a	56.2	57.3	n/a
Grade 10	White	75.0	73.9	87.8	74.8	76.2	80.1	48.6
	Hispanic	42.5	43.5	42.3	44.9	49.5	57.3	29.3

		2003	2004	2005	2006	2007	2008	2009
LANGUAGE								
Grade 3	White	n/a	90.6	84.3	86.3	69.9	74.1	77.5
	Hispanic	n/a	76.3	66.4	70.1	49.6	49.1	55.1
Grade 4	White	83.3	91.0	85.9	81.5	82.5	81.5	84.1
	Hispanic	58.8	78.3	66.5	59.7	67.4	59.7	62.4
Grade 5	White	n/a	n/a	82.5	82.3	73.2	78.1	80.6
	Hispanic	n/a	n/a	60.1	60.3	45.8	55.3	61.6
Grade 6	White	n/a	n/a	82.6	82.0	71.9	75.8	77.6
	Hispanic	n/a	n/a	59.3	59.0	43.8	51.0	54.4
Grade 7	White	n/a	75.0	81.3	81.7	69.8	73.9	75.6
	Hispanic	n/a	49.1	57.0	58.2	40.1	42.7	49.3
Grade 8	White	74.5	76.1	77.1	78.9	66.5	71.1	75.8
	Hispanic	45.5	50.3	53.0	53.0	36.5	42.5	48.2
Grade 9	White	n/a	n/a	n/a	n/a	63.7	73.1	n/a
	Hispanic	n/a	n/a	n/a	n/a	31.2	44.2	n/a
Grade 10	White	77.9	84.1	81.3	83.5	68.1	73.1	45.3
	Hispanic	45.5	54.9	55.1	57.8	38.1	44.2	26.8

**“Our progress as a nation can be no swifter than our progress in education.
The human mind is our fundamental resource.” – John F. Kennedy**

		2003	2004	2005	2006	2007	2008	2009
SCIENCE								
Grade 3	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 5	White	n/a	n/a	n/a	n/a	58.3	65.4	71.8
	Hispanic	n/a	n/a	n/a	n/a	27.9	33.5	42.0
Grade 6	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 7	White	n/a	n/a	n/a	n/a	52.6	56.4	61.3
	Hispanic	n/a	n/a	n/a	n/a	21.5	21.9	28.4
Grade 8	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 9	White	n/a	n/a	n/a	n/a	n/a	71.4	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	40.9	n/a
Grade 10	White	n/a	n/a	n/a	n/a	62.4	71.4	73.8
	Hispanic	n/a	n/a	n/a	n/a	28.5	40.9	41.2



Appendix A: List of Work Group Members

Office of the Governor

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Margie Gonzalez

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Legislators

Senator Bert Brackett

Representative Donna Pence

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Sharla Arledge

Other Members

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Lisa Salazar, Idaho State University

Dr. Al Sanchez, Northwest Nazarene University

Terry Blom, College of Western Idaho

Rhonda Birnie, Jerome School District #261

Dr. Carolyn Hondo, Burley Senior High School

Mary Gutierrez, Nampa School District #131

Sonia Galaviz, Nampa School District #131

Ruben Lugo, Head Start Community Council of Idaho

Sam Byrd, Community and Justice Center

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves--and be free.”

Cesar Chavez



APPENDIX B

Standards and Accountability: Goal Area 1

Objective 1: 100% of all districts serving LEP/ELL students will be trained on standards of effective implementation and use of the Idaho English Language Development Math, Science and Language Arts standards through a cadre of trained specialists by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW)	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development.	The standards exist but implementation and use of standards could be strengthened in most districts.	Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. There will be a list of people who are invited and have accepted the invitation to be a TOT.	State LEP Coordinator, District Federal Program Directors	April 2010 & Annually	
1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts.	To provide direct support to all educators as they work towards effectively implementing the standards.	Consultant from WestEd will be hired, agendas, ppt presentations, sign-in sheets, purchase orders, etc.	State LEP Coordinator, WestEd Consultant	April 2010 & Annually	
1.1.3: After initial regional training, provide at least one supportive follow up seminar a year.	To provide direct support to all districts as they work towards effectively implementing the standards.	There will be an archive of webinars and participant lists.	State LEP Coordinator, WestEd Consultant	July 31 2011 & Annually thereafter	
1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs.	To help ensure the success of LEP programs and students.	It will be included in the initial and final monitoring reports.	State Monitoring Team(s)	April 2010 & Annually (with positive feedback from Feds.)	

APPENDIX B Standards and Accountability: Goal Area 1

Objective 2: We will provide technical assistance to every district that requests help to create and implement effective programs serving Latino and/or LEP students.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.2.1: Hold a State sponsored biannual LEP-Migrant Conference.	Provide networking opportunities and professional development for educators and community members.	Program agenda, conference evaluations, etc.	State LEP and State Migrant Coordinators	Annually Every July	
1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans.	Peer feedback and suggestions allow for growth in a variety of areas.	Final approval of plans given by State LEP Coordinator.	State LEP Coordinator and reviewers	Annually Every July	
1.2.3: Develop a mechanism by which a district can request technical assistance	This formalize the process and also provide a reporting paper trail for district requests.	A written request from that has been sent out to districts.	State LEP	Annually stating July 2011	
1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students.	Ongoing professional development is required by law and it is an important component of teacher quality.	There will be an archive of webinars and participant lists.	State LEP Coordinator and other experts in the field	September 2010	
1.2.5: District visits for technical assistance and monitoring	To help ensure the success of LEP programs and students.	It will be included in the initial and final monitoring reports.	State LEP Coordinator	Annually	

APPENDIX B Standards and Accountability: Goal Area 1

Objective 3: Improve the accuracy of Drop Out reporting and Student progress with a consistent and statewide program for K-12 by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.3.1: Establish unique student ID numbers for longitudinal monitoring	This allows the ability to track student progress and program records regardless of what Idaho school they may be in.	All student is in the Idaho public schools system has a unique identifier assigned to them	State SDE	December 2009	December 2009
1.3.2: Make the “Longitudinal Data System” live and available to all school districts	While data tracking and monitoring is performed at the state level, the entry of data and maintenance of records is at the local level.	Implementation of the system on a statewide basis	State SDE	January 2013	
1.3.3: Produce the first annual report using the LDS	Dissemination of data and establishing a new baseline for dropouts using this more consistent definition	Written annual report	State SDE	January 2013	



“The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.”

Martin Luther King Jr.

APPENDIX B
Programmatic Initiatives Goal Area 2

Objective #1: Create and disseminate a fact-based compendium of best practices and prior research on second language acquisition and research on assessments of ELL programs by February 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
2.1.1 Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs.	Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors.	Research reports and articles will be reviewed and major findings highlighted in comprehensive report.	Dr. Carolyn Hondo	March 2010	March 2010
2.1.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state.	Makes best-practice programs more readily available to districts and administration.	Report will be put "on line" for universal access.	Dr. Carolyn Hondo	July 2010	

APPENDIX B
Programmatic Initiatives Goal Area 2

<p>Objective #2: Develop and administer an Informational Curriculum on NCLB issues and AYP process for ELL students by November 2010. (Priority population is federal and state officials and policy makers)</p>					
<p>Action Step (WHAT) Will you do?</p>	<p>Impact or Difference (WHY) Are you doing it?</p>	<p>Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.</p>	<p>Who is the Leader</p>	<p>Due Date (WHEN) When Will it be completed</p>	<p>Actual Date Completed (REALITY)</p>
<p>2.2.1 Compile a concise point-by-point statement on how we could improve NCLB for ELL students.</p>	<p>This effort will be to make recommendations to Superintendent Tom Luna as he enters his role as Idaho's federal liaison on NCLB</p>	<p>Written statement, talking points and recommendations.</p>	<p>Nick Smith</p>	<p>October 2009</p>	<p>October 2009</p>
<p>2.2.2 Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions</p>	<p>This effort will be to articulate the revisions of NCLB and Superintendent Tom Luna</p>	<p>Fact Sheet</p>	<p>Director of NCLB Programs</p>	<p>November 2010</p>	

APPENDIX B
Programmatic Initiatives Goal Area 2

<p>Objective #3: Create and disseminate a fact-based compendium of ‘out-of-classroom’ programs that will showcase Hispanic youth through additional opportunities at all levels (community/education) by July 2011.</p>					
<p>Action Step (WHAT) Will you do?</p>	<p>Impact or Difference (WHY) Are you doing it?</p>	<p>Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.</p>	<p>Who is the Leader</p>	<p>Due Date (WHEN) When Will it be completed</p>	<p>Actual Date Completed (REALITY)</p>
<p>2.3.1 Prepare a review of literature and ‘best practices’ regarding out-of-classroom programs.</p>	<p>Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors.</p>	<p>Research reports and articles will be reviewed and major findings highlighted in comprehensive report. These should include: <ul style="list-style-type: none"> • peer mentorships/ community mentorships • internships • leadership opportunities AP-Hispanic Placement pilots bring students to college campus programs.</p>	<p>Lisa Salazar</p>	<p>September 2010</p>	
<p>2.3.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state.</p>	<p>Makes best-practice programs more readily available to districts and administration.</p>	<p>Report will be put “on line” for universal access.</p>	<p>Lisa Salazar</p>	<p>October 2010</p>	

APPENDIX B

Programmatic Initiatives Goal Area 2

Objective 4: Develop and implement a Bilingual recruitment aid in the form of a CD for Idaho colleges by November 2010 (AKA, "Gear Up for Hispanic Parents")						
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW)	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)	
2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data	General data needed for dissemination. The best source is from the universities themselves.	Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc. Spreadsheet of data by institution	Lisa Salazar	August 2010		
2.4.2: Solicit current students or recent graduates for testimonials	Role modeling is effective in creating the vision for self-efficacy	Written or video-taped testimonials about college life	ICHA	September 2010		
2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support	More cost efficient and cost effective that travel. Provides the basic need to know items about college	Produced CD	SDE/ICHA	January 2011		
2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts	Each institution can personalize with their own face-to-face presentations	100% distribution	SDE	March 2011		
2.4.5: Post the CD presentation on a website	Greater and continued access for all	Established URL	SDE	April 2011		



**“The secret in education lies in
respecting the student.”**

Ralph Waldo Emerson

APPENDIX B
Action Plan-Teacher Training Goal Area 3

Objective 3.1: Identify and assess need and openness to professional development opportunities of school leaders for ESL, bilingual and multicultural education by August 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
3.1.1 Establish a contact list of school leaders with interest in ELL and Bilingual education	This will be a comprehensive list of “movers and shakers” for future policy efforts.	Consolidated list	Dr. Fernanda Brendefur	June 2010	
3.1.2 Send survey to school leaders around the state to assess interest and need.	By doing this, we are identifying school leaders that would be receptive to professional development training	Number of surveys sent and completion rate.	ICHA	August 2010	
3.1.3 Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators.	This group will be the “Teacher Training Team”		Rhonda Birnie	October 2010	
3.1.4 Give a presentation to the Idaho Association of School Principals.	This is part of the marketing plan for professional training	Actual delivery of presentation and outcome evaluation report	Rhonda Birnie, Teacher Training Team & ICHA	August 2010	

APPENDIX B
Action Plan-Teacher Training Goal Area 3

Objective 3.2: Deliver two quality professional development workshops to school leaders in the areas of ESL, bilingual and multicultural education by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
3.2.1 Identify or create a quality seminar/workshop focused on objective.	A quality seminar is critical to meaningful professional development that will ignite change in school leaders.	An agreed upon curricula that has specific learning objectives and an evaluation component	ICHA Teacher Training Team	October 2010	
3.2.2 Identify and recruit quality trainers.	Knowledgeable experts are critical to meaningful, quality professional development that will ignite change in school leaders.	Determination of how many trainers and the recruitment are required to deliver the approved curriculum and a tangible list with roles for each of the recruits.	ICHA Teacher Training Team	January 2011	
3.2.3 Identify location and logistics. (Program planning)	Necessary to a quality program.	Two sites for implementation including a budget	ICHA Teacher Training Team	March 2011	
3.2.4 Partner with a college or university to offer credit for the training.	Credits will encourage leaders to take the seminar if they are undecided.	Credits secured	ICHA	March 2011	
3.2.5 Deliver Professional Development.	Quality training for leaders is essential if they are to initiate and support change in their schools.	Delivery of two workshops and Pre/Post evaluations, feedback forms, interviews	Teacher Training Team	December 2011	

**“Teaching is of more importance
than urging.”**

Martin Luther King Jr.



APPENDIX B
Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.1: Establish College of Western Idaho (CWI) as a low Supplemental Education Service (SES) provider by May 2010					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.1.1: Establish Definition of CWI for application	SES Providers need to be specific on dimensions of program for accountability	<ul style="list-style-type: none"> • Grade levels served • # of students served • Max # students served • Geographic location of services • Population served • Time of Service • Instructor/Student ratio • Model of delivery • Cost • Contact person 	Terry Blom	December 2010	
4.1.2: Establish and convene a CWI workgroup to create the three year module	This is an integral part to the submission. A community based group would add validity to the goals and objectives of this program	<ul style="list-style-type: none"> • Roster of participants agendas and minutes of meetings 	Terry Blom	January 2011	

APPENDIX B
Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.1: Establish College of Western Idaho (CWI) as a low SES provider in Education Regions 2, 3 and 4 by May 2010, cont.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.1.3: Establish 3-year plan for submission.	This is the implementation of the plan ASSUMING SES status is acquired. Specific targets to be met and needs must be defined for accountability and resource allocation.	A written plan with SMART Objectives.	Terry Blom	April 2011	
4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1)	Students receiving SES with strong ELL supports and targeted for Latino students will raise their academic achievement	CWI is listed as an SES provider for Ada and Canyon Counties.	Terry Blom	May 2011	

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.2: Increase support for basic adult education and workforce competence programs across the federal government and increase support for private adult education programs that benefit Hispanics by 10% by May 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by basic adult ed. And workforce training)	Baseline required from which objective can be measured. This information is basically for CWI	At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants amount of federal dollars 	Parent Involvement Coordinator	October 2010	
4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho	Baseline required from which objective can be measured. This information would include private and non-profit organizations	At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants • Amount of private dollars 	Parent Involvement Coordinator	October 2010	
4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey)	Programs must either be shovel-ready or willing to put themselves on the line for expansion and re-source allocation	Selection of targeted programs for expansion of services and budgets.	ICHA and ISU	March 2011	
4.2.4: Market Information about ABE and student services to the Advanced Learning Partnerships (Including media plan.	Flowing information through districts will increase the people taking advantage of these services.	ALP members will have an understanding of services available to their populations as measured by survey or workshop evaluation.	ICHA and ISU	March 2011	

APPENDIX B
Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.3: Develop and implement a K-12 Family Involvement Plan as a pilot by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF)	Community participation of stakeholders in a plan is essential for effectiveness and buy-in	* Roster of participants * Agendas and minutes of meetings * Copy or Written Plan	Migrant Coordinator, Parent Involvement Coordinator and ICHA		January 2011
4.3.2 Identify pilot site and securing approval	This will be a year 1 pilot and requires buy in from the community	Site selected and necessary/ appropriate MOU's and/or agreements set up	Migrant Coordinator, Parent Involvement Coordinator and ICHA		June 2011
4.3.3 Implement Plan	This is the "doing" part of the objective. Implementation is usually the easiest part if the planning was done thoroughly.	Documentation of execution of plan	Migrant Coordinator, Parent Involvement Coordinator and ICHA		August 2011
4.3.4 Evaluate and disseminate findings from pilot test.	The plan would be to adjust any practices for full effectiveness before marketing for replication	Evaluation report and dissemination to stakeholders	Migrant Coordinator, Parent Involvement Coordinator and ICHA		December 2011



“You cannot help men permanently by doing for them what they could do for themselves.”

Abraham Lincoln

APPENDIX B
Annual Action Plan: Infrastructure Goal Area 5

<p>Objective 5.1: Create and distribute a compendium of current pre-college enrichment programs (especially those dealing with Science, Math, Technology, and Engineering) available to Hispanic youth by February 2010.</p>					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available	To bring the findings of current research and best or promising practice to light. This is so we can establish an “evidenced-based” pathway toward action.	A compendium that is written and publishable in both hard copy and electronic media suitable for posting on websites or email distribution.	Lisa Salazar	September 2010	
5.1.2 Develop a training module for pre-college counselors and employees of Hispanic – serving organizations to access programs	This will provide a vehicle to move the findings of research and past practice into an actionable position for replication in Idaho.	A written training module that can be replicated in its deliverability and an evaluation component of its effectiveness.	ICHA & CWI	January 2011	

APPENDIX B
Annual Action Plan: Infrastructure Goal Area 5

Objective 5.2: Deliver an evidenced-based curriculum (based on 5.1) to all current and potential Hispanic Serving Institutions and agencies for the purpose of training providers by March 10, 2011					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.2.1 Solicit and inform all qualified or potential HSI to become informed about the application criteria and process for HSI.	Although most Idaho institutions of higher education are not currently qualified to apply, the changing demographics of Idaho indicate that they may soon be. We need to start building infrastructure now.	Contacts made to all Idaho institutions of higher education	ICHA & CWI	May 2010	
5.2.2 Advertise and schedule trainings to all current and potential HSI.	There needs to be a proactive marketing campaign that can reach and enable providers for wanting to take this curriculum	Distribution plan Measurement of reach	ICHA & CWI	January 2011	
5.2.3 Implement training curriculum	Prepare individuals to encourage and assist students to in applying to programs	Number of Completed training	ICHA & CWI	March 2011	

APPENDIX B
Annual Action Plan: Infrastructure Goal Area 5

Objective 5.3: Increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by October 2012.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.3.1 Identify & rank all vocational & Technical programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc. (Let's talk)	Among Latino communities very little attention is given to these programs. We tend to only give attention to college or completion of high schools.	Document which shows current enrollment and graduation rates in VTP program in Idaho. This will serve as a baseline.	Al Sanchez	July 2010	
5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color.	Last time I reviewed this data, it did not appear that the VTP were doing very well in either admission or graduating students of color.	Summary Report of findings including number of applicants vs. number of accepted enrollees by race/ethnicity	Al Sanchez	July 2010	
5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations	By establishing this basic link with the Latino communities & institutions, both will give high attention to the availability of this resource.	Annual report on recruitment information with 90% participation of VTP institutions	ICHA & ISU	November 2010	
5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011.	This is an outcome measure that can describe the success of our efforts	Summative report for all participating VTP organizations	ICHA & ISU	October 2012	

APPENDIX B
Annual Action Plan: Infrastructure Goal Area 5

Objective 5.4: Increase the number of Hispanic students enrolled in teaching professions courses at Idaho universities by 10% by 2012.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities	This will be the measurement from which we can evaluate our success	Completed summary report for enrollment for Fall 2010	ICHA	December 2010	
5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to identify and work with students to develop future educators	To provide mentors at the local level and an introduction to actual teaching under controlled conditions for identified students	50 trained individuals	Educators & Universities	September 2011	
5.4.3 Administer a State wide or regional conference or seminars for advanced students (who are considering teaching as an option)	To compare local experiences, give additional skills, provide inspiration and positive reinforcement	Successful conference	ICHA	June 2011	

APPENDIX B
Annual Action Plan: Infrastructure Goal Area 5

Objective 5.5: Increase external funding by 10% to Hispanic Serving Institutions (HSI) for teacher development and training to meet the education workforce needs of the pre-school and K-12 education system by April 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard	To determine which post-secondary institutions can meet workforce needs	See 5.4.1	Lisa Salazar & ICHA	Fall 2010	
5.5.2 Assess current levels of external and internal funding for teacher training	This will serve as a baseline from which we can measure our progress	Summary report for Fall 2009 academic year	Lisa Salazar & ICHA	Fall 2010	
5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students	To see if there is money and where there could be potential funds	List of possible grant opportunities to pursue	Lisa Salazar & ICHA	Fall 2010	
5.5.4 Establish a grant writing strategy and apply for grants.	This will be the direct outcome measure for the possibility of increased funding	Three grant applications	Lisa Salazar & ICHA	October 2012	

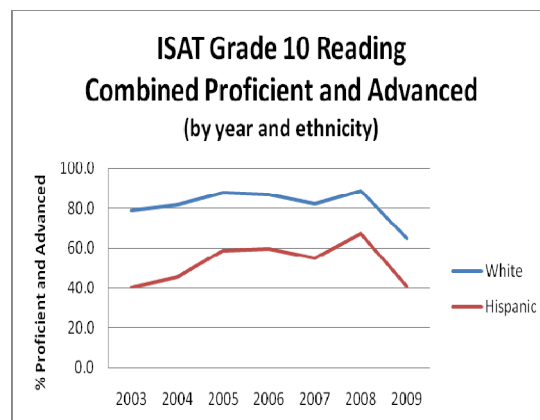
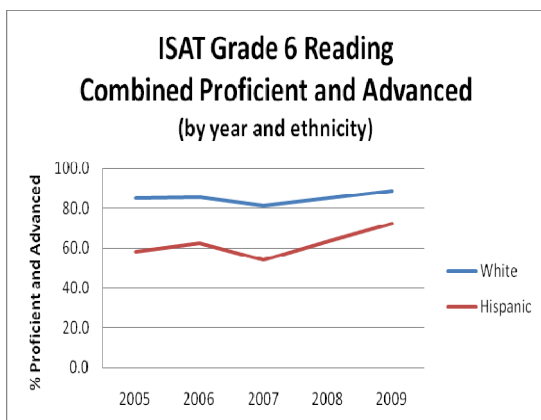
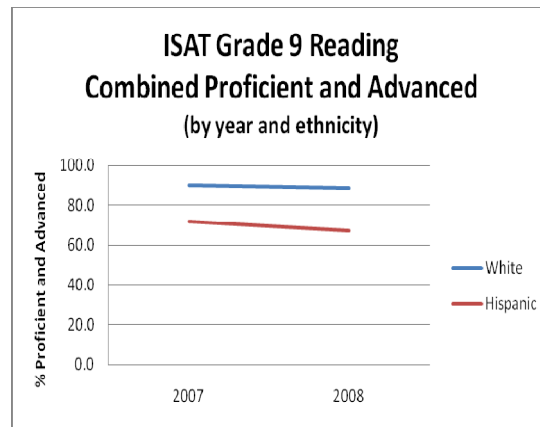
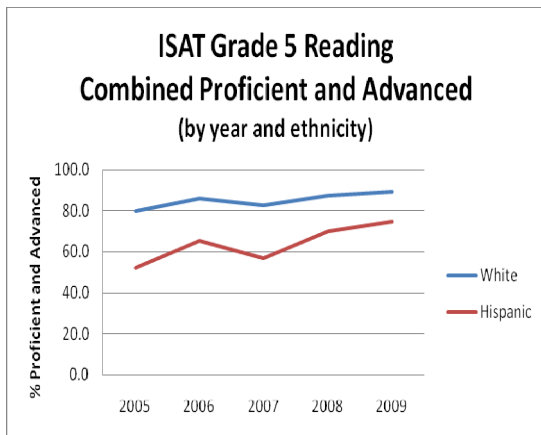
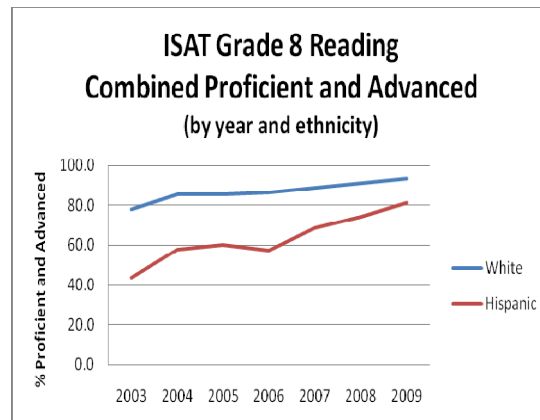
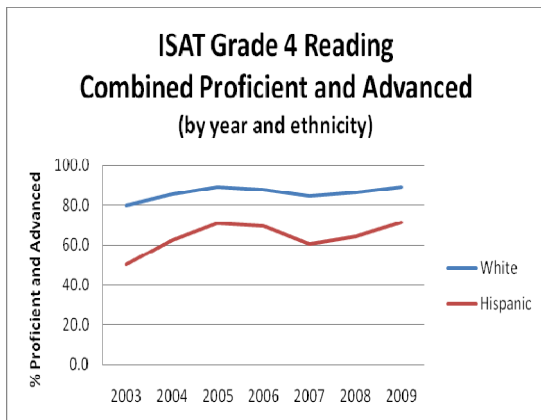
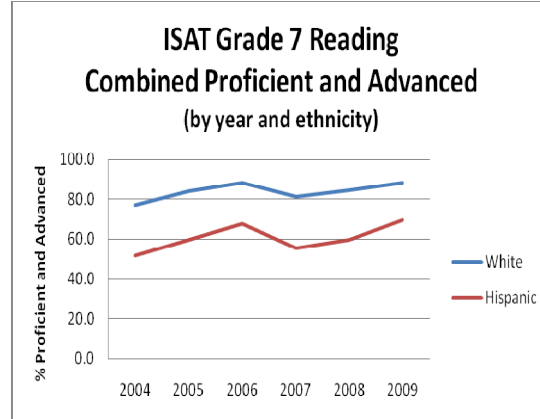
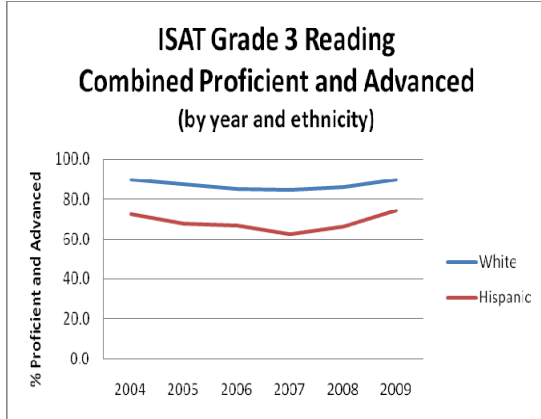
“Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?”

Cesar Chavez



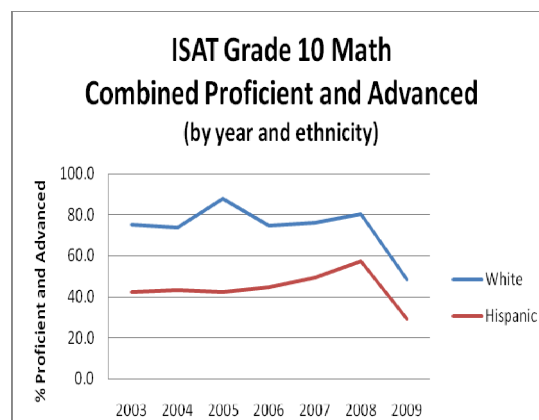
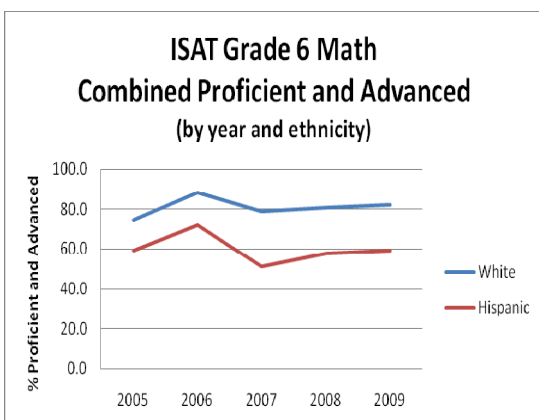
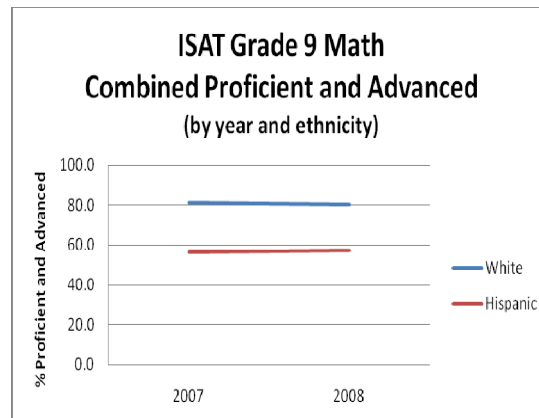
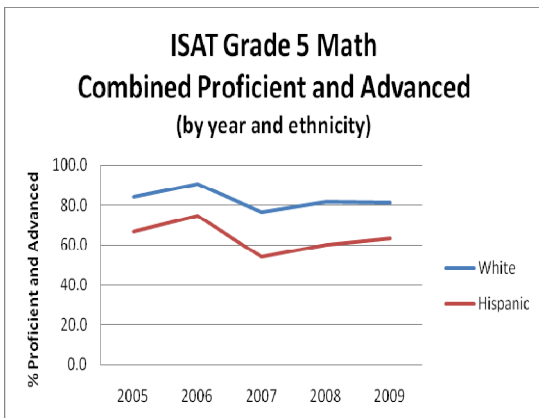
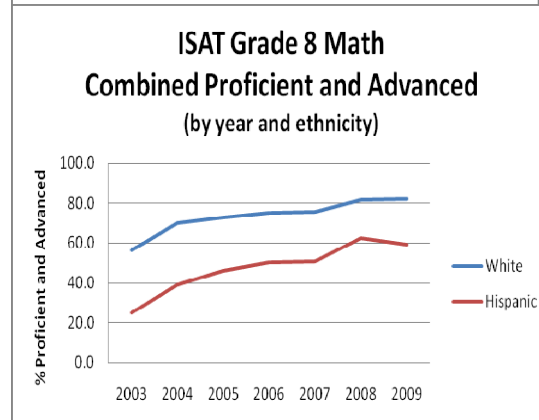
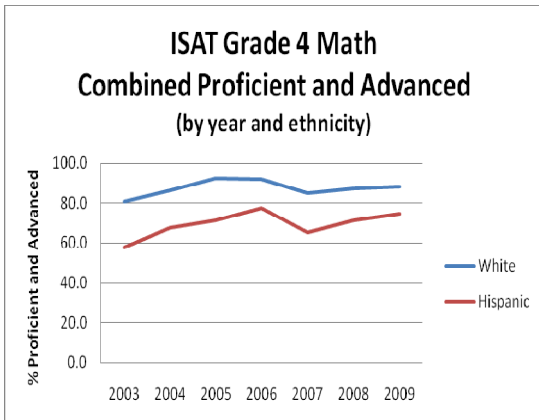
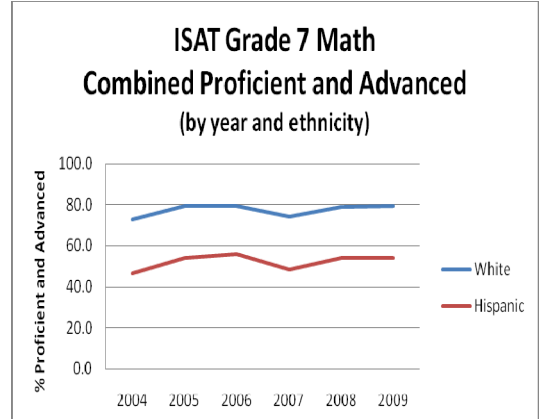
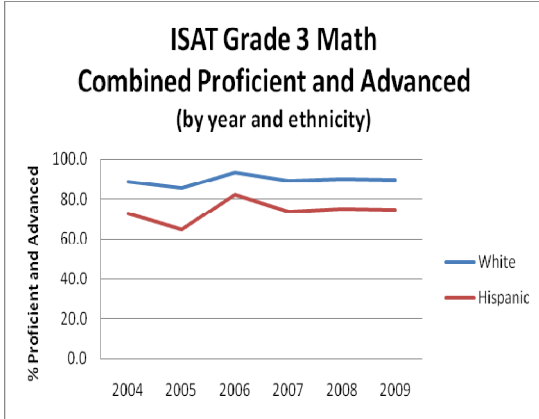
Year by Year Performance by Grade

Subject: Reading



Year by Year Performance by Grade

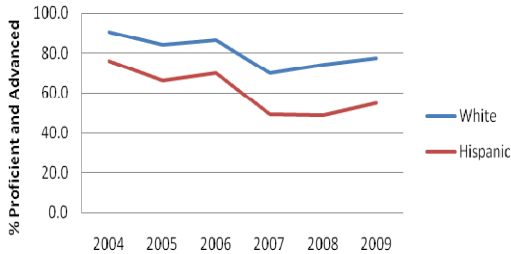
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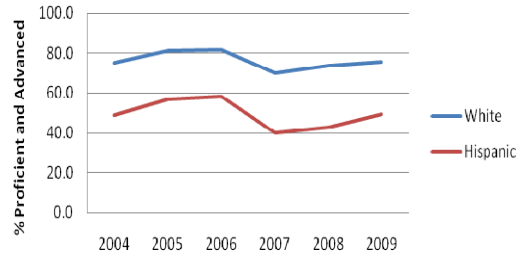
Year by Year Performance by Grade

Subject: Language

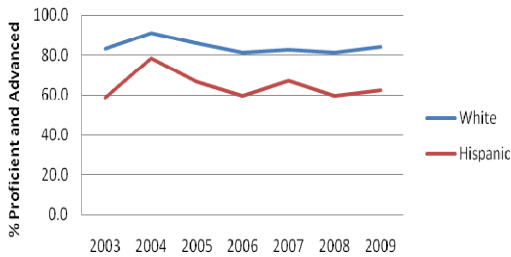
ISAT Grade 3 Language
Combined Proficient and Advanced
 (by year and ethnicity)



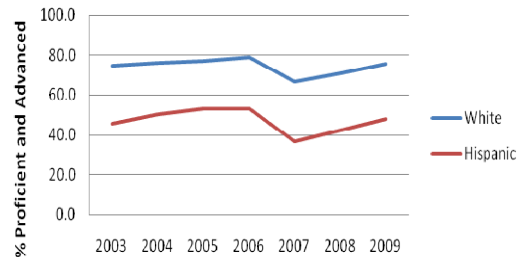
ISAT Grade 7 Language
Combined Proficient and Advanced
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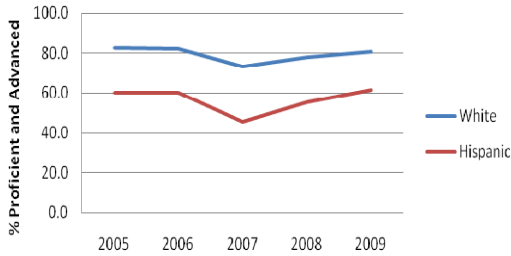
ISAT Grade 4 Language
Combined Proficient and Advanced
 (by year and ethnicity)



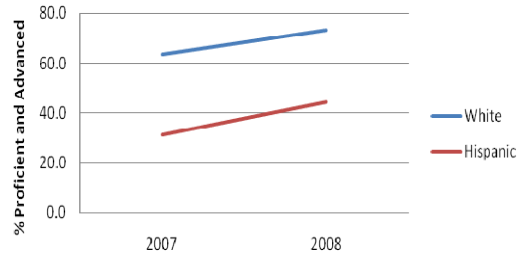
ISAT Grade 8 Language
Combined Proficient and Advanced
 (by year and ethnicity)



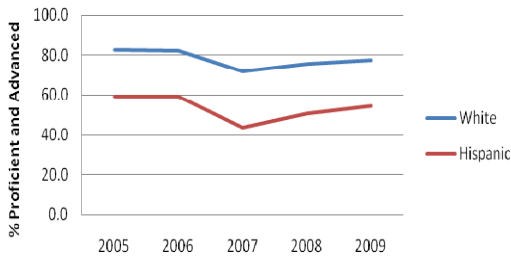
ISAT Grade 5 Language
Combined Proficient and Advanced
 (by year and ethnicity)



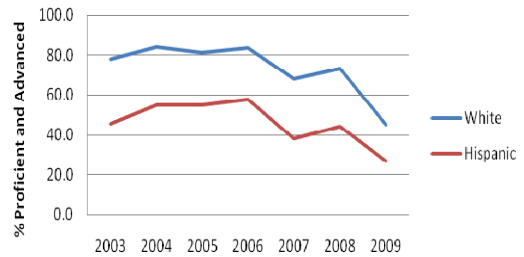
ISAT Grade 9 Language
Combined Proficient and Advanced
 (by year and ethnicity)



ISAT Grade 6 Language
Combined Proficient and Advanced
 (by year and ethnicity)

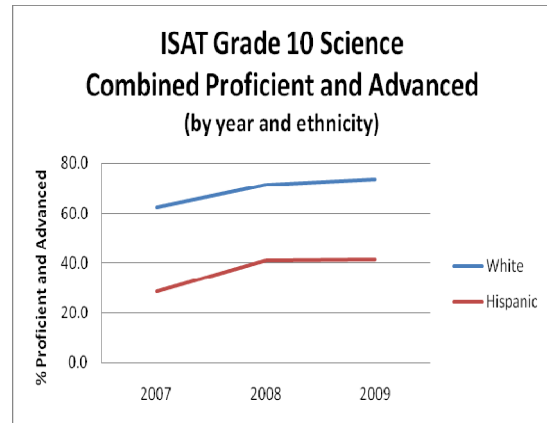
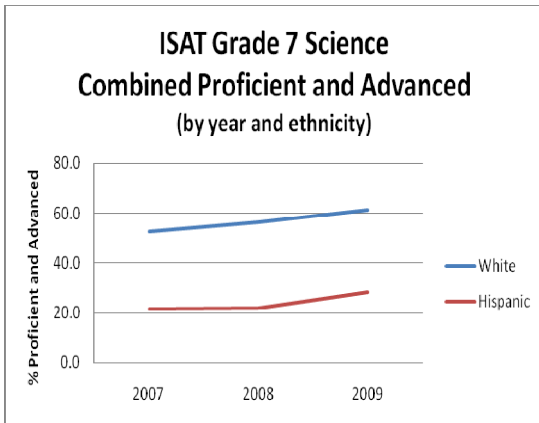
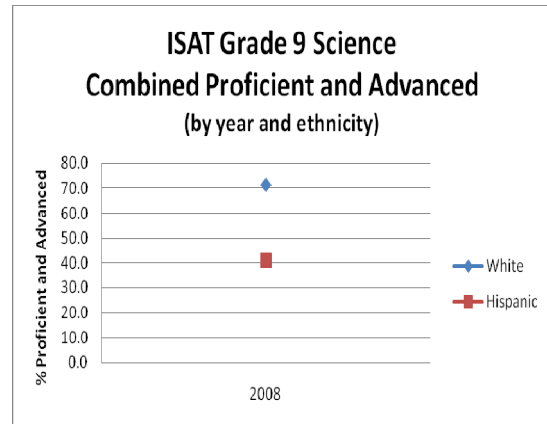
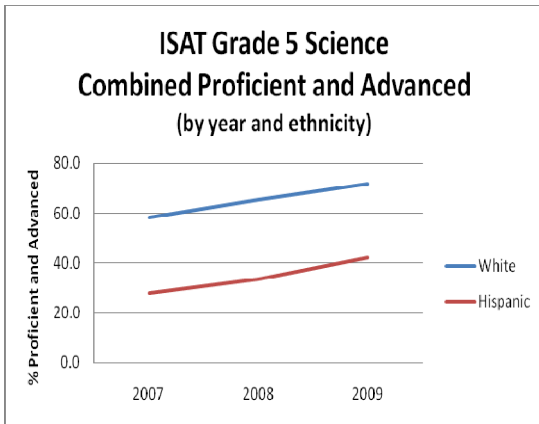


ISAT Grade 10 Language
Combined Proficient and Advanced
 (by year and ethnicity)



Year by Year Performance by Grade

Subject: Science



“The only thing that interferes with my learning is my education.”

Albert Einstein



Idaho Commission on Hispanic Affairs

Established 1987

C.L. “Butch” Otter
Governor

Juan Álvarez
Chair

Margie Gonzalez
Executive Director

“Working toward
economic, social,
legal and political
equality for Hispanics
in Idaho”

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