Report Submitted to the
Washington State Commission
on Hispanic Affairs

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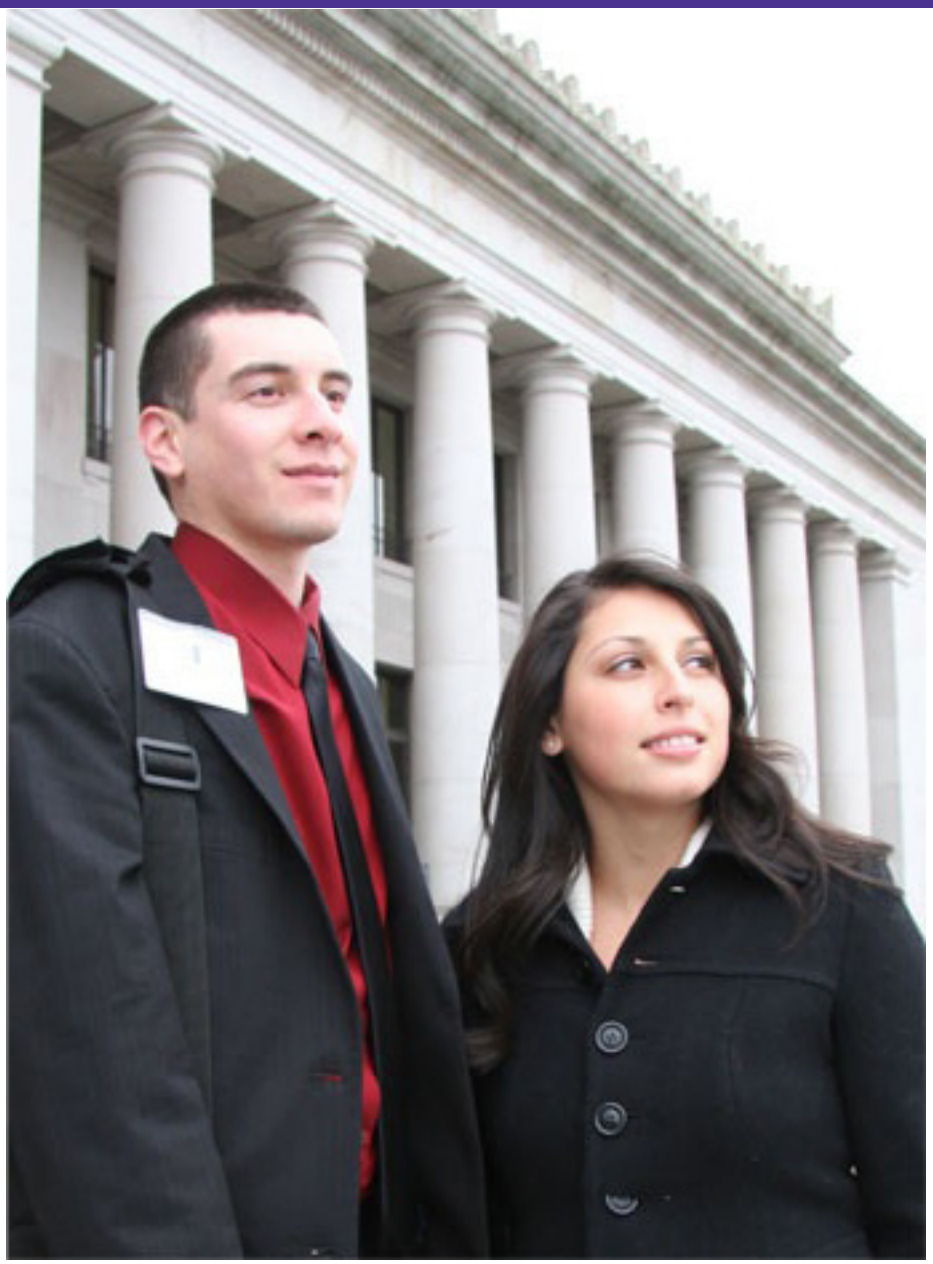
Understanding Opportunities to Learn for Latino Students in Washington



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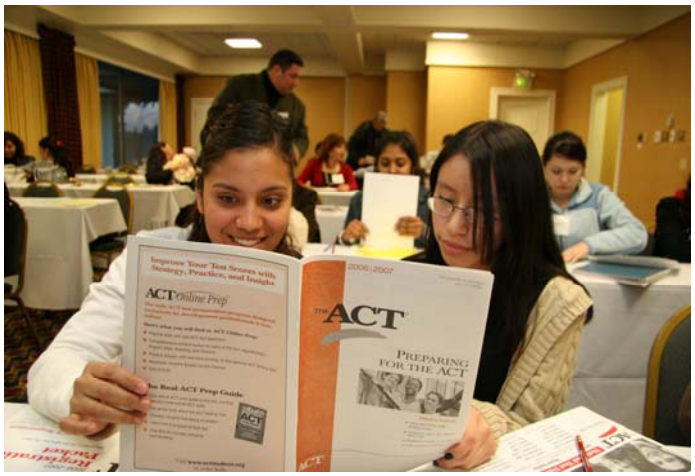
Executive Summary

The status of Latino student achievement in Washington State requires urgent attention, as well as deliberate and thoughtful action in order to raise the performance levels and outcomes of this state's fastest growing student population. In 2008, the Washington State Legislature and Governor Gregoire approved ESHB 2687, a bill that calls for studies to be conducted on the academic achievement gap as it pertains to students of color. The Commission on Hispanic Affairs has partnered with researchers from the University of Washington's College of Education to examine the achievement gap as well as the likely causes for such disparities in achievement for Latino students. To this end, the research team utilized a multifaceted approach to data analysis, and conducted a mixed-method study (Proyecto Acceso/Project Access) on the profiles, perceptions, and characteristics of Latino students, parents and teachers in select urban, rural and urban ring school districts in Washington State.



Between 1986 and 2007, the non-Latino white student population in Washington's K-12 public schools grew by 6 percent, compared to 372 percent for Latinos. Increasingly, throughout eastern Washington's rural communities, Latinos are the majority not minority, often exceeding more than 75 percent of school district student populations. But recent demographic growth of Latinos in western Washington school districts exceeds statewide growth rates, in some cases, by several hundred percentage points. Additionally, in 2007 there were 43 school districts in Washington State with 1,000 or more Latino students, twenty-three of them located in Western Washington.

While Latino students are distinct in that they represent the fastest growing K-12 public school population, they are distinct, too, in that they consistently rank at the bottom or near the bottom on state assessments and other indicators of academic achievement. Examining test scores, however, does not tell us *why* test scores for Latino students remain worse overall than any other school population in Washington's K-12 schools. This academic achievement study commissioned by the State Legislature, goes beyond test scores and examines *why* Latino students are performing at their current levels. For one, understanding the opportunities to learn for Latino students in the state of Washington reveals the underlying basis for the gaps in achievement that is evident today.

This report, "Understanding Opportunities to Learn for Latino Students in Washington State," contains four sections:

- A demographic overview of Latinos in Washington;
- The context for education for Latino students and patterns of low achievement using multiple indicators; including documentation of inequitable access to adequate educational services for ELL students;

- Findings from key stakeholders in the state based on surveys conducted with students, parents and teachers in eight Washington school districts.
- Discussion of Policy recommendations based on the findings from secondary and primary data analysis

Findings in the study document that a persistent achievement gap exists between Latino students and their non-Latino white peers. This is consistently found on multiple assessments and indicators of academic achievement used in Washington State. In 2007-2008 for example, Latino students did not meet the federal government's adequate yearly progress (AYP) requirements in reading or math at any grade level—elementary, middle school or secondary.

This study shows that over a ten year period, progress has been made in reducing the achievement gap in grade 10 WASL reading and writing, but not in math. Overall, Latinos remain the lowest scorers on WASL assessments, with ELL students having lower scores than any other group across all grade levels. Over 66 percent of ELL students in Washington State's transitional bilingual education program are Latinos.

But it is entirely insufficient to discuss test scores as the sole measure of the achievement gap. This is what leads policymakers and educators to label students as "underachievers." While there are students who do not perform well in exams or in school, state leaders have not looked deep enough to find out whether this is a result of individual effort, or the opportunities to learn within the educational system. Perhaps policy makers and educators should better examine those who have "underachieving" expectations for Latino students, rather than placing the onus of achievement solely on the student. The findings presented in this report provide useful insight into this perplexing issue of achievement and the multiple forces that shape student performance levels.

In addition to revealing disparate achievement levels, there are several key findings that this study highlights, and corresponding policy recommendations. These findings and recommendations are intended to inform policymakers on how to better ensure that Latino students are equitably served in our education system and prepared for positive life options beyond high school. The persistently low achievement levels of Latino students in Washington State has led to an ominous mix of high dropout rates in high school and low college-going and completion rates.

Academic achievement can be improved, but to get there will require systemic improvements in educational services, content and attention. Five central components are the basis of a plan for strategic intervention that will reduce the achievement gap and help Latino students to meet statewide AYP goals. These key components include:

1) A comprehensive data system and evaluation framework
2) Teachers and instruction
3) Student support
4) Parent engagement and involvement
5) A seamless P-20 continuum

The key findings and recommendations presented here begin this critical conversation for raising Latino student achievement:

Key Finding #1: Latino student achievement on the WASL is consistently low in all areas, particularly math. This pattern of achievement is also seen in college entrance exams such as the ACT or SAT. For ELL students, achievement levels are even lower, and do not significantly increase as the student progresses through high school, making them unlikely to pass the WASL exit exam.

Policy Recommendations:

- Increase access to curricular resources, materials, and personnel, to support academic achievement and raise the graduation rate of Latino students by 10 percent annually.
- Remove the use of the WASL as an exit exam for high school graduation. The exit exam feature of the WASL places the burden of achievement on the student rather than taking into account the opportunities to learn that exist for students. Assessment is vital and important, but using assessment as a punitive measure for students does very little to improve achievement for Latino or underrepresented students, as evident in the 26 states that use such exit exams.

Key Finding #2: A comprehensive data and evaluation system is not readily available that monitors annual student achievement and progress longitudinally. Researchers are unable to conduct cohort data analysis, monitor access to curriculum, or to closely monitor student progress using multiple measures.

Policy Recommendations:

- Conduct an audit of school districts with Latino school populations of 25 percent or higher, or with more than 1,000 Latino students, in order to understand the capacity that exists for serving ELL and Latino students in the state.
- Develop a statewide comprehensive evaluation framework to be utilized by schools and districts to examine opportunities to learn for Latinos, including ELL students who are not achieving at grade level. This framework would allow districts to utilize state assessment results in a formative manner, as well as create a mechanism for assessing course taking patterns, credits earned in school, program access, and cohort data on linguistic development. This framework would also serve to illuminate the needs of ELL students, who represent a sizable portion of Latino students in the state and remain largely underserved in all levels of education.

Key Finding #3: Cohort graduation rates among Latino students were approximately 56 percent in 2006, using Swanson's (2004) CPI method. The state of Washington is losing close to half of its Latino students before high school graduation.

By conservative measures, and using the 2008 OSPI cohort data, approximately 30 percent of Latinos dropped out of high school, and 34 percent of ELL students dropped out before graduating. States and districts need to continue ongoing efforts (see Ireland, 2007) to better understand whether students are leaving because they are not likely to have enough credits to graduate, and as a consequence are not at grade level, cannot pass the WASL, or due to other school-related factors. In addition, an infrastructure for academic support should be built into the CORE 24 requirements.

Policy Recommendations:

- The state needs a comprehensive data and evaluation system that closely and accurately monitors graduation rates for Latino and all students, and uses a cohort model to establish tangible goals for significantly reducing dropout rates by 2014.
- The courses taken and credits earned at the time of drop out need to be reported and factored into the calculation of dropouts, and included in the discussions around high dropout rates for students of color at the state level.
- The impact of CORE 24 requirements must be monitored, particularly for ELL students. In addition, academic and advising support within schools must accompany these requirements.

Key Finding # 4: There is shortage of bilingual, bicultural teachers in the state of Washington despite rapid demographic growth of ELL students statewide.

Latino teachers represent a mere 2.7 percent of the total teaching population in Washington, while Latinos are now 14.7 percent of the student population. The survey findings conducted from this study conveyed a largely first-generation Latino population. This survey revealed that the majority of Latino families speak Spanish as the primary language in the home. This presents a unique challenge to our educational system that cannot be overstated.

The majority of Latino parents in the survey sample had either an elementary education or some high school as their highest level of education. This leads to educational, social and cultural challenges. As a Latino teacher commented when surveyed: "Latino students need teachers they can connect with. They come to school only to learn that all they have known all their lives is wrong or taboo."

"Latino students need teachers they can connect with. They come to school only to learn that all they have known all their lives is wrong or taboo."

The United States is nearly alone among developed nations where bilingualism or multilingualism is seen as a threat rather than an asset. By increasing the level of multiculturalism and linguistic diversity in the teacher workforce, thereby raising the capacity to better educate first-generation students, the state of Washington would be better positioned to be competitive in the global marketplace.

Policy Recommendations:

- Increase teacher diversity by calling for teacher training programs and colleges of education in the state to develop an infrastructure for a "grow your own" program of bilingual/bicultural teachers, and provide teachers with incentives, such as full tuition scholarships, to work in regions where first-generation families live.
- Require all future teachers in Washington State to develop competencies related to meeting the instructional and socio-cultural needs of ELL students in order to obtain a teaching certificate.
- Require current teachers to participate in cultural competence training and support teachers to attend these professional development opportunities both locally and nationally.

Key Finding #5: There is a disconcerting lack of clarity around models used for ELL instruction and a considerable variation regarding the use of paraprofessionals in the schools with high Latino concentrations.

Many of the schools the team visited used an "inclusion model" for ELL student instruction, but the

definition of such a model varied significantly. In most instances, ELL students were not receiving supplemental bilingual academic support while enrolled in mainstream classes delivered in English. In addition, due to language barriers, students or paraprofessionals were often used as translators in these contexts, to assist their peers to deliver math content, rather than the teacher.

In addition to the inconsistent pedagogical strategies, paraprofessionals are being asked to carry a great deal of the responsibility for educating ELL students. During scheduled visits to schools to administer survey and conduct teacher interviews, the research team found a heavy reliance on paraprofessionals, from translating in classrooms, to direct delivery of curriculum content. Teachers commented that they "had to rely heavily on their 'parapro' to assist the ELL students" in their classrooms. Paraprofessionals do not possess the same level of qualifications as classroom teachers, and this overreliance on paraprofessionals calls into question the quality of educational service delivery for Latino students, particularly ELL students.

Policy Recommendations:

- Change state teacher certification to require that initial licensure include training on meeting the needs of ELL students and provide for ongoing professional development on effective pedagogical strategies to raise achievement levels among ELL students.
- Paraprofessionals should not be allowed to substitute for teachers in Washington classrooms. While many are bilingual, and capable of providing academic support, the state and districts need to monitor, improve, and clarify the role of staff and the use of paraprofessionals in schools, because they do not possess the qualifications of classroom teachers. The statewide evaluation framework recommended above would monitor these practices.
- Invest in paraprofessionals currently working in high concentration Latino school districts to earn their degrees and become certified teachers, and work with districts to provide their staff with support to return to college. This can be a feature of the "grow your own" approach described above, as a strategy to diversify the teacher workforce in the state.

Key Finding #6: Latino parents experience a considerable level of isolation with schools, in part due to a language barrier, but also largely due to an environment in the schools where parents feel unwelcome.

Language was found to be a significant barrier to Latino parent participation in schools. Parents frequently commented that they would like to see more effort by school staff to personally communicate with them about their child's performance in school. In addition, a considerable percentage of parents (48.5 percent) responded that they needed bilingual services to communicate with teachers and staff, yet over a third of the survey participants (35.4 percent) were not offered a translator when interacting with school personnel. Just as we use WASL and test scores to hold students accountable for their learning, an instrument should be developed to hold school districts accountable for the capacity not only to communicate effectively with parents, but also to make it possible for parents who do not speak English to be involved in their child's education.

Policy Recommendations:

- The state should require schools and districts (in addition to those required by federal grant requirements) to communicate effectively with parents whose first language is not English, and utilize multiple approaches of communication. Specifically, the state should require: 1) correspondence be sent home translated in English and Spanish; 2) translators should be

offered for parents who do not speak English; 3) greater efforts by school staff should be made to verbally communicate with parents over the phone and in person; and 4) Require school districts to utilize a common, state-developed instrument for principals and parents to determine their effectiveness in communicating with parents whose first language is not English. For parents who are not literate in English, they should be offered the opportunity to complete the survey using a qualified translator. The statewide comprehensive evaluation framework would monitor these practices as well as the capacity of districts to provide these services for Latino parents.

Key Finding #7: A seamless continuum to college does not exist for Latino students. In particular, information about college and financial aid for students is lacking, especially for 1079 students.

The survey results indicated that a very high percentage of Latino students wanted to attend a four-year college after high school (60.2 percent). They also wanted "to know how college works" and greater information on the college application process and requirements. There was also clear misunderstanding of House Bill 1079 (HB 1079), a law approved by the state Legislature in 2003 that allows undocumented students who meet specified criteria to pay in-state tuition to attend Washington colleges and universities. Knowledge and accurate information was lacking in many of the schools and regions that the research team visited to obtain student and parent data.

Policy Recommendations:

- Promote a P-20 continuum by providing early knowledge about college for all Latino students and their parents by hosting parent workshops with information provided in English and Spanish.
- Education about HB 1079 should start prior to high school. The state should provide support to school districts to offer information in English and Spanish for 1079 students and their parents to better understand college admission standards and funding sources.
- Audit the implementation of HB 1079 in higher education systems to determine whether college and university admissions offices are responsibly implementing the law as intended by the state Legislature.
- Allow students who qualify as 1079 students to compete for state-funded need grant financial aid.

Moving Forward to Collectively Address the Needs of Latino Students

Washington is not the first state to witness a major demographic shift in its Latino population. There are several other precedent states that have had both a dramatic increase in immigration as well as growth in the birth rates of Latinos. Thus, there is a great deal we have and continue to learn from the gains as well as missteps of other states.

This report includes a detailed listing of several best practices in Washington and other states with high concentrations of Latinos, including an analysis of best practices for ELL students, models for school reform, and intervention programs that have a record of success for Latino students. This report reveals a snapshot of education service delivery, performance, and views of key stakeholders in the education system—an important context that must enter the policy arena if this state is to significantly reduce the achievement gap. A commitment from policy makers is necessary to ensure that investment in Latino students occurs equitably, responsibly, and optimally.

Understanding Opportunities to Learn for Latino Students in Washington State

Introduction

In 2008, the Washington State Legislature approved EHSB 2687, which included a call for an analysis of achievement among the different racial and ethnic groups in the state. With funds provided by the Legislature, a research team from the University of Washington was charged by the Washington State Commission on Hispanic Affairs to conduct an analysis of the achievement gap affecting Latino students and to propose recommendations for closing the gap.

Washington is not the first state to witness a major demographic shift in its Latino population. There are several other precedent states that have had both a dramatic increase in immigration as well as growth in the birth rates of Latinos. Thus, there is a great deal we have and continue to learn from the gains as well as missteps of other states. Thus, this report draws from best practices and data derived from across the nation.

Additionally, it is important to acknowledge and learn from long standing efforts in Washington State to improve the educational service delivery for students we have often termed "underachievers" or "underrepresented." Low-income, African American, Native Americans, and Latino students are traditionally overrepresented in this category. It is primarily with these students where the achievement gap is most prevalent, persistent and perplexing.

This report is in part, a continuation of previous efforts to improve the educational service delivery for disadvantaged students from underrepresented and culturally diverse communities in Washington State. While there have been a number of reports published within the state that address student achievement, two papers specifically addressed the needs of students from historically underrepresented communities. In 2002, a group of concerned educators formed a working group known as the Minority Ethnic Think Tank (METT), and published a report on how to foster a more culturally relevant approach to educating underrepresented children in the state.

The METT paper makes a powerful and cogent argument about the need for schools to become more culturally inclusive and respond to the needs of diverse students to close the achievement gap among students of color in the state. The authors of this report appreciate the METT's ability to forge a comprehensive agenda that is inclusive of the needs of students of color in Washington State. This report complements or builds on many of the recommendations, particularly those pertaining to Latino and ELL students. Appendix B of this report includes a detailed analysis of the METT recommendations and findings.

A second yet equally relevant white paper for Latino and ELL students in Washington was developed by several superintendents in Yakima Valley in 2007 and presented to the legislature during the 2008 legislative session, to raise the specific concerns of English Language Learners and students who live in poverty. The document, "A White Paper on Poverty and English Language Learners in Yakima Valley" noted several issues that are consistent with the findings and recommendations from this study, including: the need to provide resources for English Language Learners, the need to initiate cultural competence training for teachers, and the recommendation rethink the WASL graduation requirement.[1] The white paper recommends that additional course work should be required for students not meeting the WASL graduation requirement, similar to the

requirements for students not meeting the grade 10 math standards.[2]

Proyecto Acceso (Project Access)
Proyecto Acceso is a mixed-method study commissioned by the state legislature to help state leaders understand the patterns in achievement, resources (or lack of resources), that exist for Latino students in an effort to determine the best approaches for raising Latino student outcomes. The research team has conducted a comprehensive study on student, parent and teacher perceptions of educational service delivery for Latino students, and the role that various factors play in educational achievement.

As stated above, Washington has the unique opportunity of learning from other states' "missteps" and successes in serving bilingual and bicultural Latino students. Washington is also at the front end of the forthcoming Latino population boom. One in five Latinos are enrolled in kindergarten today in the state—so at a minimum, one in five entering the workforce in the next 20 years in Washington will be a Latino.

The question then, for state leaders is whether these Latinos will be educated and prepared for tomorrows economy, and if so, what is happening in the schools today to ensure Latino student success? In Washington public schools, while the greatest minority growth in the K-12 system has been among Latino students,[3] very little progress toward reducing the achievement gap or the high dropout rates for Latino students has been made. Latino students consistently score lower than their White and Asian American peers on the WASL. For example, only 12.8% of English Learner students passed the 10th grade WASL in math due to a lack of resources and academic support in Washington schools. Very little attention has been placed on the Latino population, nor conveyed the differential achievement levels as well as resources in the public school system in this state. It is no wonder then, that very few Latino students are represented in systems of higher education.

According to EdWeek's Diplomas Count, only 56.9 percent of Latino students in Washington in the 2005 cohort graduated from high school.[4] And of the Latino students that do graduate, very few will graduate college-ready—less than a 25 percent. This research project is designed to explore and present an overview of Latino student achievement as well as the opportunities for intervention, and will utilize the results of our research to inform the policy community on approaches for raising Latino student achievement.

As this population continues to grow both in Washington State and in the U.S., it is increasingly important to understand how parents and students view their school context as they attempt to navigate the education system. This study represents a multi-faceted effort to understand the culture of achievement that exists for Latinos in Washington.

Theoretical Framework for the Study
This report draws upon several bodies of literature stemming from the fields of education, sociology, history, and public policy that explore the various factors that contribute to student success in school. Together, the background characteristics of students and their families,[5] community and school resources, and college going practices in school, all create a foundation for achievement in school and college attainment.[6]

Figure 1
Theoretical Framework for Latino Student Achievement & Creating Opportunities to Learn

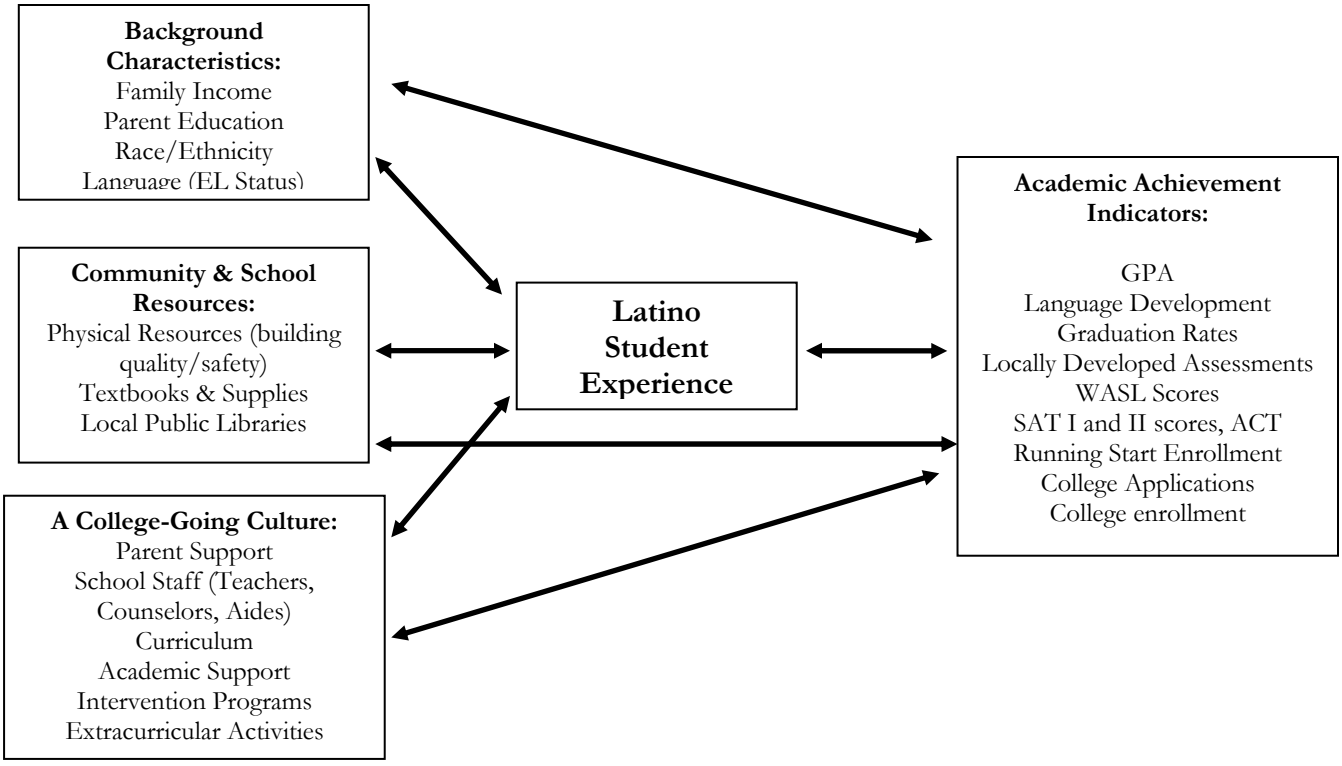


Figure 1 illustrates the multiple influences on student and academic achievement. Several factors contribute to the educational experiences and achievement among underrepresented students.[7] Our framework acknowledges the importance of individual background characteristics,[8] community and school resources, and a systemic infrastructure for success—all factors that collectively contribute to the student experience in school and improved academic achievement[9]. The authors acknowledge that each of the factors displayed in Figure 1 represent an interdependent relationship, where the student engages these entities both within and external to their schooling experience.

Study Objectives

The research team examined the opportunities that Latino students have to learn and succeed by studying the context for learning, achievement levels, and parent and student perceptions in high schools and middle schools in districts with a high concentration of Latinos.

The higher dropout rate for Latinos and African Americans in the state of Washington mirrors the pattern of high dropout rates among Latino students nationally.[10] It is also widely known that discipline problems are also disproportionate, with underrepresented students (Latinos, African Americans, Native Americans) constituting the greater share of students with suspensions and expulsions.[11] However, what is not widely understood are the resources, infrastructure, and academic supports that do exist to promote a culture of high achievement among Latino students in Washington. Thus, the guiding research questions for this project included:

1) Do Latino students possess the same opportunities to learn as their peers in both urban and rural contexts?

A. What efforts or programs exist to ensure equity among all students, with respect to curriculum, resources, services, etc.?

B. Are there differential achievement levels and curricular opportunities for Latino students in comparison to their peers?

2) What are the perceptions of parents and students with respect to their experience in school and with school staff? What are the perceptions of teachers of Latino students and their own professional development to better serve this bicultural/bilingual population?

A. What role can and do parents and teachers play in fostering a college-going culture?

3) What are the issues and experiences facing English Learners in Washington public schools?

Methods

The research team employed a mixed-method approach, using both quantitative tools and qualitative approaches to answer the research questions for this study.[12] The findings from the study draw from a two-pronged data collection strategy. First, the study draws from a secondary data analysis of achievement, demographic and opportunities to learn data from a state-wide sample and national data samples. Second, this research draws from survey data, field notes, focus groups and interviews in eight representative school districts throughout the state of Washington.

Secondary Data Analysis

The secondary data analysis stemmed from several data sources in an effort to fully comprehend the magnitude of disparities in achievement between Latinos and their peers. The plight of the Latino student is comparable to the well documented "black-white achievement gap" due to the inequitable access to curricular and material resources in school, limited community resources, and lower socioeconomic resources of parents.[13] However, for Latinos, additional layers are added when the language status of students and families, immigrant and migration patterns, and anti-immigrant climate that exists for multiple generations of Latinos are taken into consideration.

The data sources used to explain the differential levels of achievement and student background characteristics, included: 1) Data from the Office of the Superintendent of Public Instruction, both the OSPI website and a comprehensive descriptive data file provided by OSPI; 2) Census data from the 2006 and 2007 American Community Survey to provide an overview of the demographic shifts of the Latino community in Washington state; 3) The Washington State Office of Financial Management (OFM) to provide an overview of statewide trends; 4) SAT Data for the 2008 test takers in Washington State; 5) ACT data for test takers in 2008 for the state of Washington; and 6) Descriptive data for University of Washington applicants from 1997-2008. Together, these data allow for an analysis of trends and student achievement, and provide an important context for the primary data collection that took place in middle and high schools.

Primary Data Collection

Parents, teachers and students from eight school districts were surveyed from October 8, 2008 to November 21, 2008. Students were surveyed to better understand various elements of the schooling process, including their perceptions of school, college aspirations, course taking patterns, and interactions with teachers and their parents (n=468). Focus groups were also conducted in the high school and middle schools when possible (n=9) to allow students to expand on the themes presented in the survey.

Teachers in the middle and high schools participating in the study were surveyed (n= 244) in addition to the students in these schools, and the majority of teachers of the math classes also participated in an individual interview (n =28 interviews).

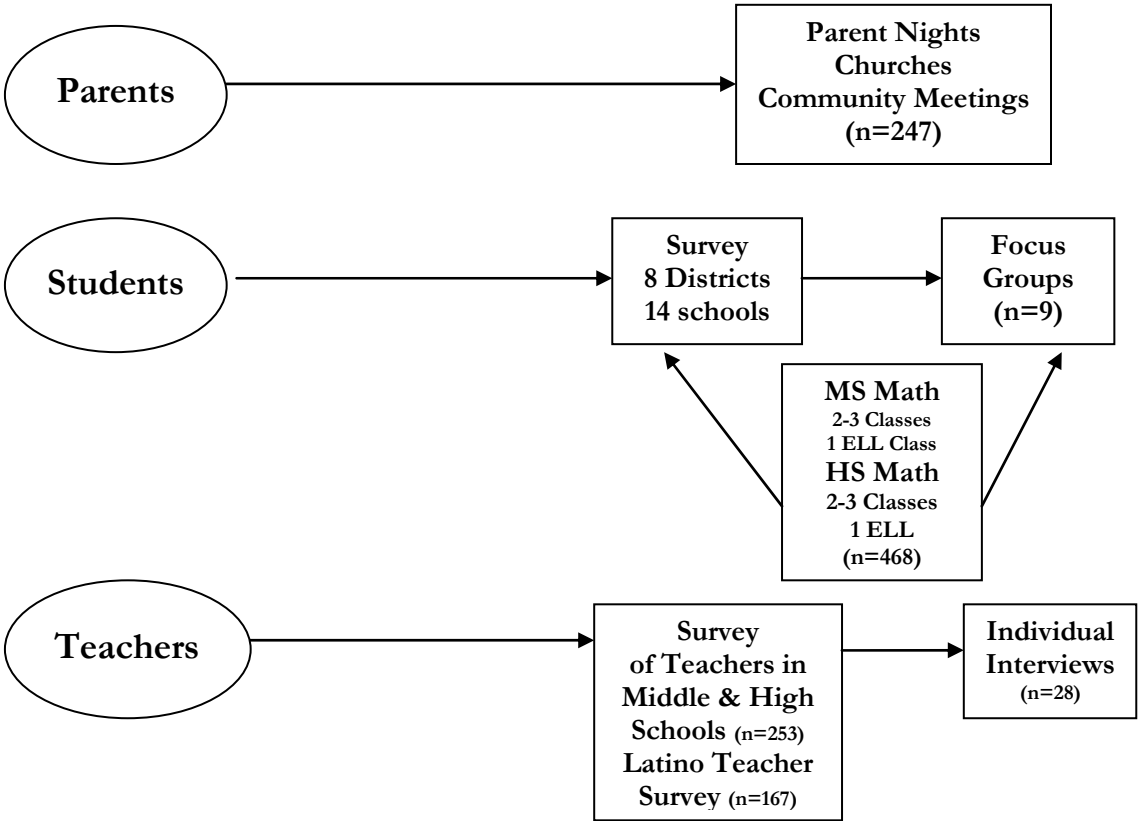
In addition to the perspectives of teachers acquired from the school sites, Latino teachers that were members of the Washington Education Association were sent a survey via mail. They were given the opportunity to give their perceptions of Latino achievement as well as describe their own experiences as teachers in this state as a Latina/o teacher (n= 167). As a result, in addition to completing the survey, a select few teachers wrote personal notes to the principal investigator to offer their thoughts on how to better serve Latino students, and raise the educational achievement of students. Select comments from the Latino teacher sample are included in this report.

The research team also surveyed Latino parents, by attending seventeen community events and parent nights held in various communities throughout the state of Washington. Graduate and undergraduate research assistants attended school parent events and local community events in rural, urban and suburban settings in an effort to obtain a representative sample of Latino parent participants. We also conducted two parent focus group interviews to complement our survey data collection efforts and allowed parents to expand upon the themes raised in the survey tool. The approach taken by the research team was deliberate, thoughtful and culturally respectful—reaching out to parents in their neighborhoods and communities to provide them with the opportunity to provide the researchers with both their written and oral feedback.

Together, these data collection efforts allowed the research team to hear from key stakeholders in the education system—voices often left out of the policy making process. The survey data represents the quantitative component of this study, while the focus group interviews and individual teacher interviews constitute the qualitative data collection and complements the survey data collection. Due to the limited time frame for the report, the results from the qualitative aspects of the study are not included in this report, but will be provided to the Commission on Hispanic affairs as the researchers continue to mine both the quantitative and qualitative results.

Figure 2

Proyecto Acceso Data Sources and Methods: Primary Data Collection



The overarching goal of this research project was to identify the experiences of Latino students, teachers and parents in the school system as well as the practices and infrastructure that lead to high achievement among Latinos as measured by multiple achievement indicators. Understanding how students view their educational experiences and navigate the education system provides an important lens for policy makers as they attempt to mitigate the achievement gap.

Limitations

The limitations related to this study stem from the narrow timeline authorized for completing this report. As a result, this timeline ultimately influenced the scope and size of the empirical data collection. The data collection period for the surveys and focus groups was approximately seven weeks. However, the team believes that the visits to 14 schools, individual interviews with 28 teachers, and 9 student focus groups, allows for revealing snapshot of the key issues facing Latino students in the education system today, and allows for a better understanding of the persistent patterns of low achievement. Due to the very narrow timeline, a complete analysis of the qualitative data is not presented in this report. Rather, this analysis relies on the field notes for select quotes

from students, teachers and parents that expand upon the themes explored in the survey and focus group protocols.

In addition to the limitations with the sample, the secondary data provided by OSPI was limited and incomplete. For example, many of the variables in the data system were labeled as "optional" data fields. In other words, school staff may choose not to submit data related to these questions when filling out the counts for the state record system. Thus, many of the variables we requested were not available solely from the OSPI data files, such as course taking patterns (transcript data), disciplinary rates by race/ethnicity, or ELL student data on English language development from the point of entry to exit into mainstream classes. Thus the team sought out various data sets and sources to provide for a more comprehensive portrait of equitable access to resources, educational aspirations, and student achievement, in addition to the descriptive data from OSPI. In addition, previous studies conducted for the state legislature have also found that there is also great variability in how accurate data recording is among schools and districts, particularly when it pertains to ELL students and their language development.[14] Finally, the data collected by the state does not follow students as they progress through the K-12 system, making cohort data analysis and longitudinal analysis of achievement unattainable to date.

The structure of the report

The report is separated into four sections. Section one presents a demographic overview of Latinos in Washington State, including a discussion of select socioeconomic characteristics of the Latino community. Section two provides a comprehensive overview of the context for the education of Latino students in the state, including descriptive characteristics of Latino students in the school system at all levels. Section two also presents an analysis of Latino student achievement on the WASL exam over a ten-year period, as well as the SAT and ACT exams for 2008, and concludes with a profile of high achieving student characteristics. Section three presents a discussion of the survey study results and key findings from the data collection efforts of the research team. And section four presents the policy recommendations based the analysis of secondary data as well as the primary data collected in schools and regions during the Fall 2008.

Section I: Demographic Overview of Latinos in Washington State

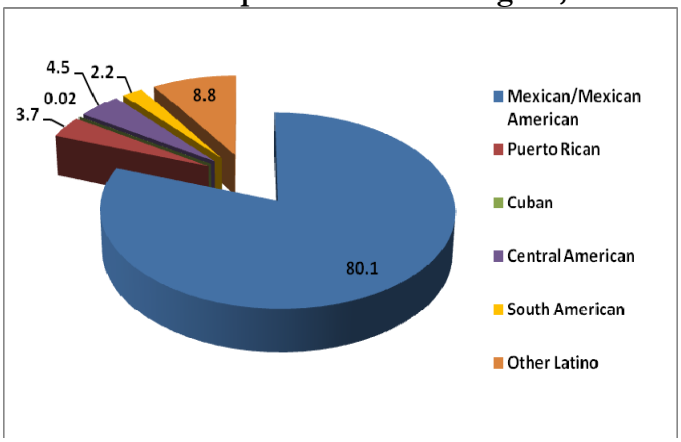
The Latino community in Washington State has been and will continue to be the fastest growing population. In 2006, Latinos represented 9.4 percent of the state population, and in 2008, approximately 20 percent of kindergartners are estimated to be Latino (Figure 3). By 2030, according to the Washington State Office of Financial Management, the Latino community will experience the greatest demographic growth—150 percent, making the Latino population in 2030 approximately 12.4 percent of the state population (Figure 4 & Figure 5). Latinos will become the first "minority" group to top one million residents, at 1,099,500, in 2030. This population growth is not confined to one region of the state—Latinos can be found throughout the state, in urban, suburban and rural settings. The implications for investing in this growing population are clear.

In addition, in 2030, underrepresented communities will comprise 31.6 percent of the state's population, representing an increasingly multicultural state populace. This dramatic population growth represents an upcoming sea change in the cultural and linguistic context of the state. Conversely, from 2000-2030, Washington's non-Latino White population will decline as a share of the state's total population from 79 percent to 68 percent. These changes present the challenge for the state in serving the needs of its diverse students and future workforce.

The Latino community is also very diverse nationally and within the state. A clear migration trend is clear for individuals from Mexican descent. Chicano/Mexican Americans have been and will continue to make up the majority of Latinos in Washington State. The Latino population is expected to have a consistent level of net migration in the next twenty-two years in addition to high birth rates compared to other racial/ethnic groups in the state.[15] In addition, in rural counties such as Adams, Franklin and Yakima, the Mexican Americans account for more than half of all birth rates. The higher birth rates and migration patterns from other states within the U.S. and from Latin American countries also contributes to the estimated and continued growth within this community in the next two decades and beyond.

Figure 6 illustrates the percentage of each of the Latino subgroups in Washington State. While the Mexican American population is the dominant subgroup, there remains considerable diversity within the greater Latino population, with different immigration and migration patterns both in arriving to and within the United States.

Figure 6
The Latino Population of Washington, 2007



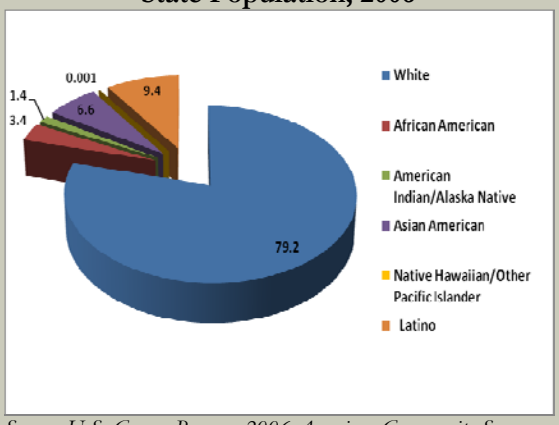
Source: Source: U.S. Census Bureau, 2007 American Community Survey.

The largest regions of demographic growth for Latinos include the following counties: Yakima, Adams, Franklin, King, and Pierce. However, Latino growth is not limited to solely these counties. Ongoing growth is projected throughout the state of Washington in the next 20 years.

Washington Demographics

Latinos represented 9.4% of the state population in 2006, representing the largest minority group in Washington.

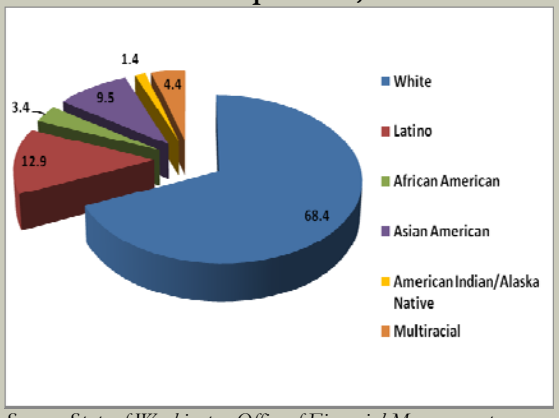
Figure 3
State Population, 2006



Source: U.S. Census Bureau, 2006 American Community Survey.

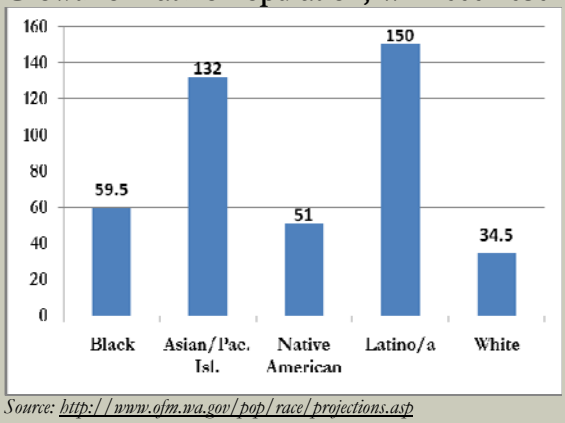
Latinos will represent the second largest racial/ethnic group in the state in 2030 (12.4%) compared to Whites (68.4%).

Figure 4
Latino Population, 2030



Source: State of Washington Office of Financial Management, "Projections of the State Population By Age, Gender and Race/Ethnicity: 2000-2030." (March 2006) http://www.ofm.wa.gov/pop/race/projections.asp

Figure 5
Growth of Latino Population, WA 2000-2030



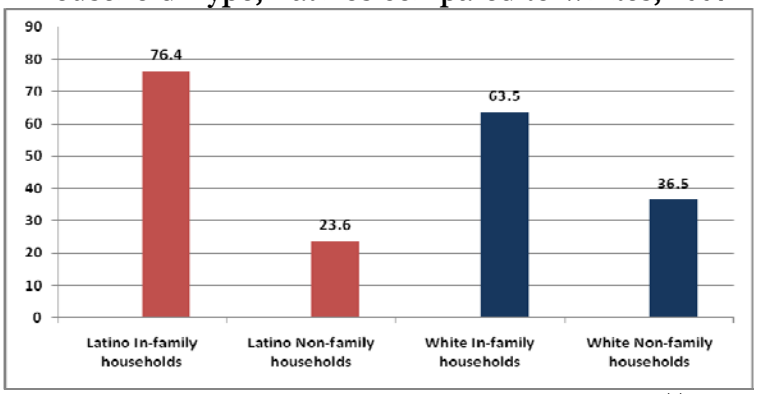
Source: http://www.ofm.wa.gov/pop/race/projections.asp

Family Characteristics

One of the strengths of the Latino community is the strong commitment to family and close knit ties to extended family members. However, strong families do not always have the social and economic resources to ensure educational opportunity and navigate the education system, particularly if parents and family members are the first generation or immigrants to the United States.[16] The high percentage of in family households presents an opportunity to better engage families and communities in the education process of their children.[17]

The 2007 American Community Survey results conveyed that Latinos are more likely than Whites to live in family households in the State of Washington, as seen in Figure 6. Over 76 percent of Latinos occupied "In-family households" in 2007 compared to 63.5 percent for White households. The Latino family unit is therefore a potential source for increased communication and strategic attention among school officials, particularly among Latino parents.[18]

Figure 6
Household Type, Latinos compared to Whites, 2007



Source: U.S. Census Bureau, 2007 American Community Survey. Data Retrieved 11-20-08: http://factfinder.census.gov

Educational Attainment

Latinos are less likely to have a BA degree to their White counterparts in the state. The lower educational attainment levels among Latinos have implications in the level of awareness that parents have about the U.S. education system and pathway to college.[19] As Table 1 illustrates, the percentage of Latinos who possessed a bachelor's degree or higher is far lower than their White or Asian American counterparts. In addition, because the majority of the Latino sample age 25 and over is foreign born (See Appendix Table A.1), the implications of these lower educational levels are significant. U.S. born Latinos are almost three times as likely to have a bachelor's degree or higher than foreign born Latinos. White, Asian and African Americans age 25 and older were all more likely to have earned a bachelor's degree or higher compared to Latinos in Washington State.

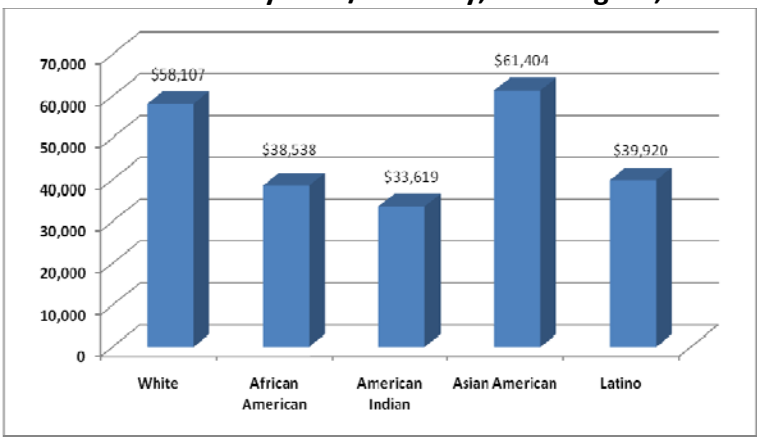
TABLE 1. PERCENTAGES OF HAVING CERTAIN LEVELS OF EDUCATIONAL ATTAINMENT BY RACE AND ETHNICITY, USING ACS 2006 PUMS DATA.

	No schooling completed			Less than high school diploma			High school graduate or higher			Bachelor's degree or higher		
	Total	US-born	Foreign-born	Total	US-born	Foreign-born	Total	US-born	Foreign-born	Total	US-born	Foreign-born
Total	4.1	4.0	4.2	30.5	29.7	35.8	69.5	70.3	64.2	21.7	21.4	23.4
White	0.3	0.2	1.4	7.7	7.4	12.5	92.3	92.6	87.5	31.8	31.6	34.6
Asian	3.5	0	4.2	16.6	5.1	19.0	83.4	94.9	81.0	42.5	52.3	40.5
Native Hawaiian /Pacific Islander	4.6	2.0	8.9	21.7	11.8	37.8	78.3	88.2	62.2	12.2	14.8	7.9
African American	1.8	1.2	3.8	14.1	11.9	23.0	85.9	88.1	77.0	20.8	20.9	20.3
American Indian	0.1	0.1	0.0	17.9	16.2	83.9	82.1	83.8	16.1	9.2	9.2	6.6
Latino	3.6	0.6	5.5	43.8	19.8	58.5	56.2	80.2	41.5	10.3	17.4	5.9

To further illustrate the gap in educational attainment between Latinos and Whites, odds ratios are presented in Appendix Table A.2.

These low education levels translate into lower wages for Latinos and consequently, higher poverty rates. Figure 7 illustrates that in 2007, the average income level for Latinos was $18,187 lower than Whites and $23,484 lower than the median income for Asian Americans in Washington.

Figure 7
Median Income by Race/Ethnicity, Washington, 2007



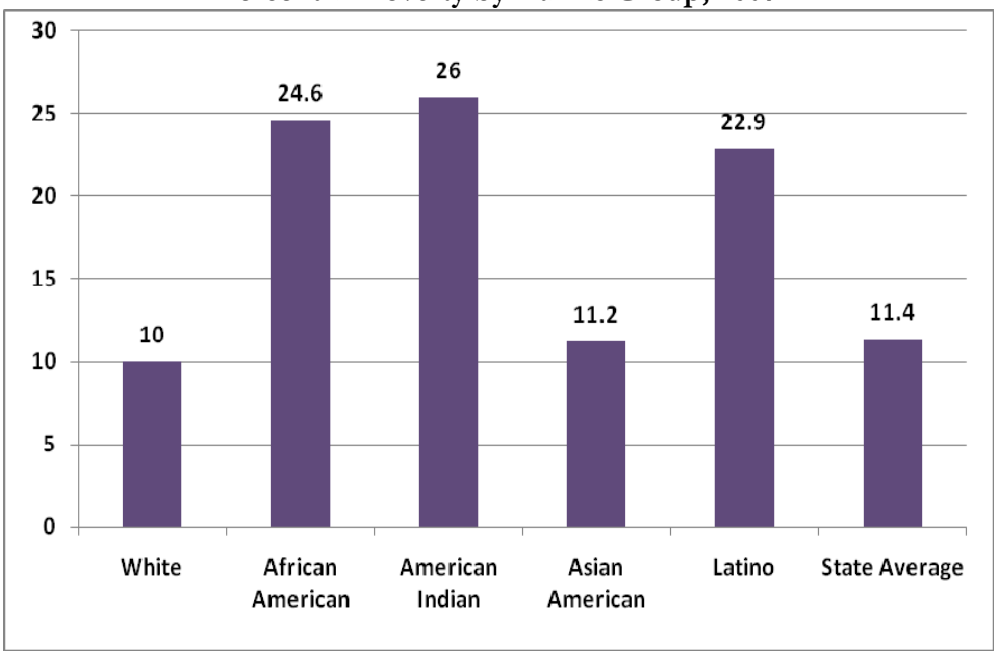
Source: U.S. Census Bureau, 2007 American Community Survey.

It is well documented that the private and public returns to educational attainment are considerable for communities, states, and our nation.[20] For the individual, a person who completes a four-year college degree can expect to earn nearly twice as much as a person with a high school diploma over their lifetime.[21] This translates into greater spending power in the economy for taxes, personal good and services, home ownership, civic engagement and public expenditures such as education. The national median earnings among Latinos with a college degree or higher for full time workers age 25-34 was $42,575 compared to $24,000 for high school graduates.[22] The median income data in Figure 7 suggests lower education levels and access to lower paying jobs for Latinos than their skilled White and Asian peers in the workforce.

In addition to higher median earnings that college graduates enjoy over their lifetime, the average college graduate also gives back considerably more in taxes. In fact, a college graduate working full-time paid 134 percent more in federal income taxes annually and approximately 80 percent more in total federal, state, and local taxes than the average high school graduate in the U.S.[23] The positive returns for investing in all students, particularly the growing Latino student population, represent a significant "payoff" for both the country and for Washington State that cannot be ignored.

Due to the lower education levels and low wage jobs among Latinos, poverty rates are highest among communities of color as seen in Figure 8. Latinos are more likely to occupy lower wage agricultural jobs in rural settings, or low wage jobs in the service sector in urban contexts in Washington State. They also have comparable poverty rates to African Americans and American Indians. The poverty rate for Latinos is more than double the state average. Asian Americans and Whites have the lowest poverty rates in the state compared to other minority groups.

Figure 8
Percent in Poverty by Ethnic Group, 2007



Source: U.S. Census Bureau, 2007 American Community Survey.

Section II: The Context for Latino Education in Washington State

The social and economic backgrounds of Latino families, with low parent education and income levels, provides an important context for understanding the uneven footing that Latino students possess when entering the school system. This context places a considerable role on the formal education system, and conveys the importance for early learning in order to mitigate the achievement gap early. Preschool enrollment rates for Latino children however, are much lower than their peers nationally, as seen in Figures 9 and 10.

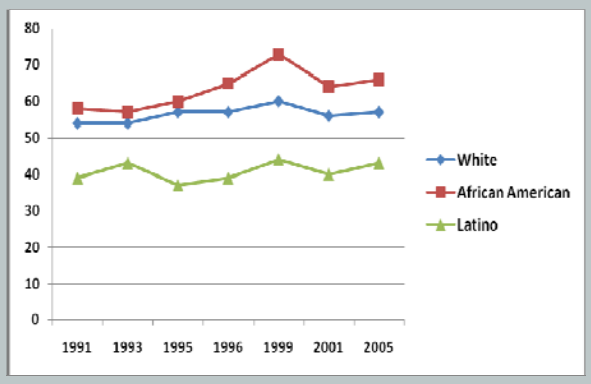
In a national report on pre-K and Latinos, Garcia and Gonzales (2006) found that the availability of high quality publicly funded early childhood education programs were limited for Latino communities, which in part accounts for the lower enrollment rates. In fact, they found that the Latino children that do enroll in pre-K programs, they are more likely than their non-Latino peers to attend low-quality programs, with less prepared teachers, higher student to teacher ratios, and fewer financial resources for the centers.[24]

The most recent data reported by the National Center for Education Statistics also confirms the smaller percentages of Latino children (49 percent) that were enrolled in a center-based setting as their primary type of early education and care, compared to their peers, as seen in Table 2.[25] In addition, Latino children we less likely to be enrolled in Head Start nationally (25 percent), the program with proven results and gains in achievement for children enrolled. The data also suggests that there is variability in the "other than head start" classification for children, with the majority of White and Asian American children enrolled in these types of center based programs.

Since Latinos represent 25.1 percent of the pre-school population in 2006 in the nation, the consequences of differential access to quality preschool programs are likely to have a long term impact on school readiness and achievement. While the differences in kindergarten readiness are well documented between children who attend pre-school and those who do not, the nature of the pre-school services are equally important.[26]

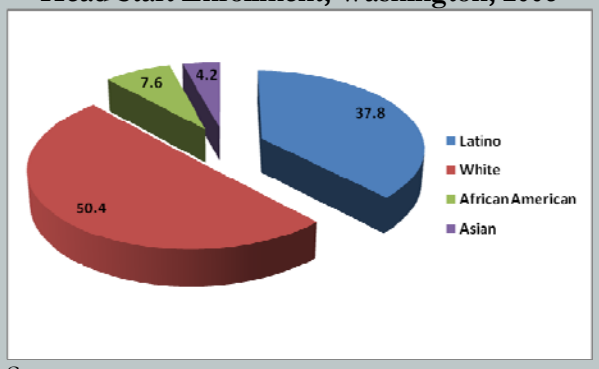
Figure 9

Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Selected years, 1991–2005.



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2007). The Condition of Education 2007 (NCES 2007–064), Indicator 2.

Figure 10
Head Start Enrollment, Washington, 2006



Source:
http://www.wsaheadstarteceap.com/docs/Head_Start_Fact_Sheet.pdf

Program Numbers in WA in 2006:

- 45 Head Start and AI/NA Programs
- 23 Early Head Start Programs
- 2 Migrant Head Start Programs
- Total served: 19,105

Source:
http://www.wsaheadstarteceap.com/docs/Head_Start_Fact_Sheet.pdf

TABLE 2. PERCENTAGE DISTRIBUTION OF THE EARLY EDUCATION AND CHILD CARE ARRANGEMENTS OF THE 2001 BIRTH COHORT AT ABOUT 4 YEARS OLD, BY TYPE OF ARRANGEMENT AND SELECTED CHILD AND FAMILY CHARACTERISTICS: 2005–06.

			Home-based care		Center-based care		
Child or family characteristic	Percentage distribution of population[1]	No regular nonparental arrangement	Relative care	Nonrelative care	Total	Head Start	Other than Head Start
Total	100.0	20.0	13.1	7.6	57.5	12.7	44.8
Race/ethnicity of child							
White	53.8	17.9	11.0	9.2	60.1	6.8	53.3
Black	13.8	16.0	13.9	4.3	62.4	25.4	37.1
Latino	25.1	27.2	15.9	6.2	49.4	18.6	30.9
Asian	2.6	17.5	16.0	3.4	60.7	5.5	55.3
Pacific Islander	0.2	22.3!	45.0!	‡	19.9!	5.0!	14.9!
American Indian/Alaska Native	0.5	20.0	14.0	5.3	59.6	31.1	28.5
More than one race	4.0	17.8	17.5	8.9	53.9	12.2	41.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-Month–Preschool Restricted-Use Data File.

Similar to the national landscape, there is uneven access to early childhood education in Washington, despite ongoing efforts to ensure that minority youth have access to preschool services. There is also tremendous variation in the quality of preschool services available to bilingual and bicultural children in this state. As a result, as early as preschool, differences in achievement can be seen between Latino students and their peers, a pattern which follows students into kindergarten and elementary school. The Washington Learns Commission found that less than half of the children in the state start kindergarten ready to learn, suggesting a gap in pre-school service access and delivery.[27] Yet, there still remains an unmet need with Head Start and Early Head Start programs in the state, even though these programs have proven results and national evaluations on their effectiveness.[28]

In a longitudinal study of the Early Childhood Assistance Program (ECEAP) in Washington, a program for families who earn less than 110% of the federal poverty level ($22,000 in 2007), the researchers found that significant academic gains were made among students who participated in the preschool services and these students were more likely to enjoy school in comparison to their non-ECEAP peers.[29]

The uneven footing that Latino students experience at the pre-school level, undoubtedly exacerbates problems in achievement in elementary school, unless Latino students are exposed to the academic, linguistic (for ELL students) and supplemental support necessary to match the skill sets of their more socioeconomically advantaged peers.

The next section continues the context for education discussion at the elementary and secondary level, with an emphasis on the teaching population, Latino student program participation and achievement, a discussion of English Language Learners, and characteristics of Latino high achievers.

The Context for Education & Achievement for Latinos at the Elementary and Secondary Levels

Teachers

Teachers play an important role in the development of youth in school and their level of engagement. In addition, teachers from diverse backgrounds serve as role models for underrepresented students as well as bring cultural understanding to the classroom.[30] Recent attempts to diversify the teacher workforce in the state include providing financial aid to graduate students, and have added bilingualism as a criterion (HB2708) to further support a "grow our own" approach for Washington. These efforts encourage the state to invest in diverse teachers so they can return to minority communities to teach and serve as role models for underrepresented youth.[31]

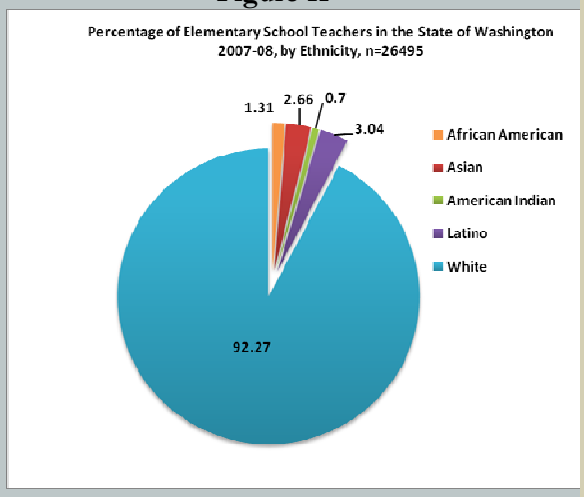
Such efforts, such as those proposed and advocated by LEAP (Latino/a Educational Achievement Project), are aimed at developing a more diverse teacher workforce. Ninety-two percent of teachers in Washington State are White according to the OSPI data for the 2007-2008 school year. With such limited ethnic and cultural diversity, the needs of Latino children and youth are not always understood. In addition, the Latino teacher to student ratios in districts with high Latino student concentrations are much greater than less diverse school districts, at the same time many of these school districts have seen well over 200 percent growth in their Latino student composition in the past 20 years (See Appendix Table A.3). At the same time, in many school districts, White student populations have been in steady decline.

The language barriers between Latino families and teachers also further complicate how the academic needs of Latino youth are conveyed and addressed. While there has been dramatic student enrollment growth in urban, rural and urban ring districts in the state, the teaching population, and the number of bilingual teachers in the state have not kept pace.

Washington Teacher Demographics

The percent of Teachers in Elementary School in the State of Washington are largely White (92.3%), with Latino students representing only 3% of the Elementary teacher workforce.

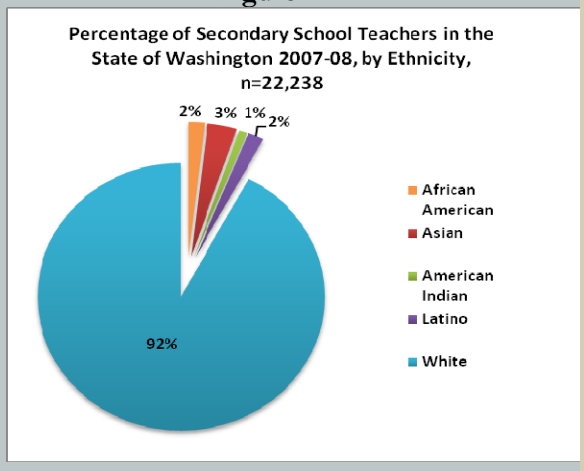
Figure 11



Retrieved on 11/10/08 from: http://www.k12.wa.us/DataAdmin/pubdocs/personnel/StaffEthnicREPORT07-08%20.pdf

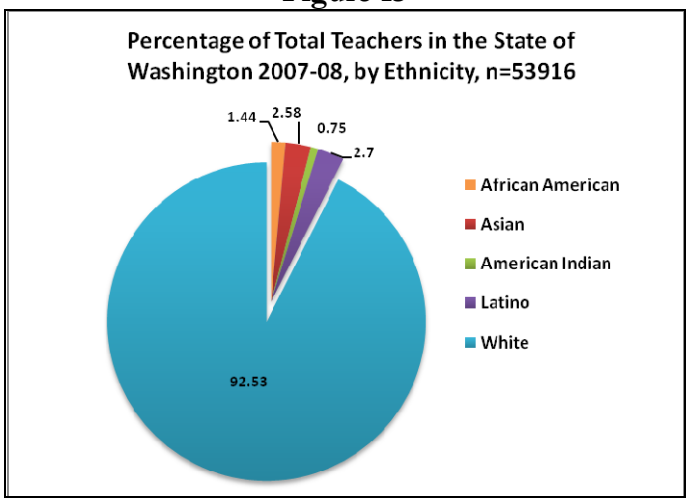
There are even fewer Latino teachers at the high school level, with only 2 percent of the teachers being Chicano/Latino.

Figure 12



Retrieved on 11/10/08 from: http://www.k12.wa.us/DataAdmin/pubdocs/personnel/StaffEthnicREPORT07-08%20.pdf

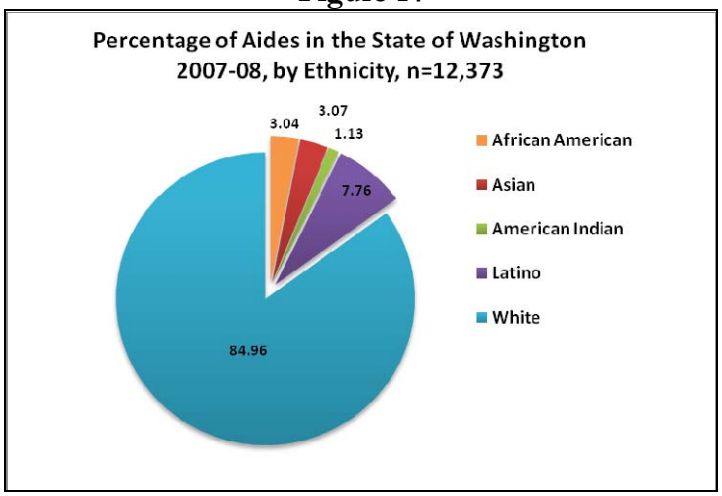
Figure 13



Figures 13 and 14 illustrate the breakdown of Chicano/Latino teachers in the state, with a greater percentage of Latino teachers at the elementary level. And Figure 13 illustrates the overall percent of Latino teachers in the state (2.7 percent) compared to other ethnic groups.

The segment with the greatest level of Latino representation can be seen in the paraprofessional staff and teacher's aides, as seen in Figure 14 (7.7 percent). However, approximately 85 percent of this segment is also White, presenting an additional layer of consideration, when addressing the cultural and linguistic needs of Latino students in school. For bilingual Latino students in the state, many of the services are provided by teacher's aides, presenting a challenge for schools in maintaining a high level of quality in pedagogical content delivery from staff that do not possess the same level of certification as the classroom teachers.

Figure 14



Source: Retrieved on 11/10/08 from: http://www.k12.wa.us/DataAdmin/pubdocs/personnel/StaffEthnicREPORT07-08%20.pdf

In addition to the small percentages of Latino teachers aides and staff, the student to counselor ratio for Latino students in districts with a high Latino concentration remain higher than the state average (See Appendix Table A.3).

Latino Students

Student Population Growth

The population growth that Washington State has witnessed over the past 20 years represents a remarkable shift in the composition of the K-12 population to an increasingly multicultural student base. These projections show dramatic growth in the Latino school age population, with a 372 percent increase, compared to only a 6 percent increase for White students.

TABLE 3: POPULATION GROWTH AMONG STUDENTS IN THE K-12 POPULATION, AGE 5-19 YEARS OLD, SELECT YEARS

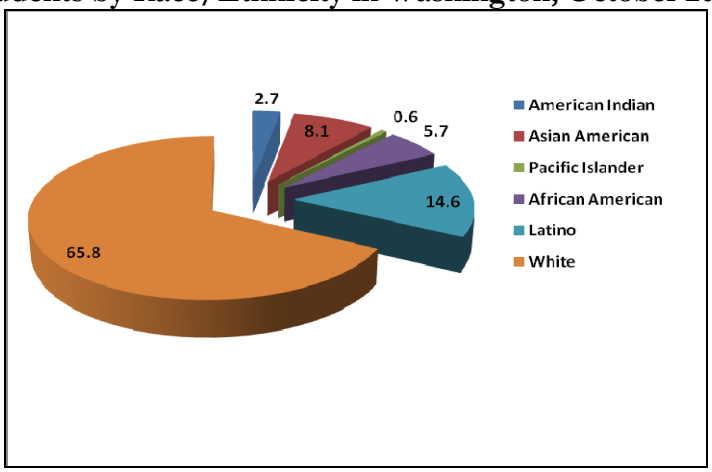
Ethnicity	1986	2007-08	% Growth
White	644,484	682,602	5.9
African American	29,561	56,774	92.1
American Indian	18,201	27,644	51.9
Asian/Pacific Islander	37,082	86,790	134.0
Latino	32,100	151,444	371.8

Source: OSPI. http://www.ofm.wa.gov/pop/race/projections.asp

With these demographic changes in the student population, teachers in the state of Washington have seen a transformation in the cultural and linguistic backgrounds of their students. While the student population is changing, the teaching population has remained relatively constant, with an overwhelming majority of teachers in the state monolingual and White.

Latino students represented 14.6 percent of the K-12 population in the Fall 2007, a figure that continues to grow exponentially throughout the state. Latino students are now the single largest ethnic minority group in the state of Washington.

Figure 15
Students by Race/Ethnicity in Washington, October 2007



Source: OSPI, 2008.

In an effort to understand the level of student need and program utilization in the state, several descriptive statistics are provided, comparing Latinos to their peers in the K-12 system. It is important to note that some of these fields are optional for school districts to report, so an accurate account of student service utilization and student characteristics is limited. Out of all students in the

Core Record Data system (n=1,070,218) for the Fall 2007 reporting period, a notable finding is the higher level of program utilization by Latino students and apparent need for supplemental academic services in Washington. And while over 66 percent of Latino students spoke Spanish as their primary language at home in 2006, only 34.1 percent of Latino students received ELL services in Washington State.

TABLE 4: PROGRAM UTILIZATION IN WASHINGTON STATE, 2007-2008, (N=1,070,218)

Ethnicity	Received Services for LAP Reading	Received Services for LAP Math	Received Services for TAS Reading	Received Services for TAS Math	Received ELL Services
Latino (n=160,355)	5.8	5.9	26	17.9	34.1
African American (n=60,107)	2.6	2.5	15.9	13.6	5.3
White (n=708,621)	2.2	1.8	9.1	7.1	1.3
American Indian (n=29,398)	4.3	4.8	18.4	14.7	.7
Asian (n=83,226)	1.7	1.1	10.2	8.6	14
Native Hawaiian (n=6,264)	2.5	2.7	16	16	11.7
Multiracial (n=22,372)	2.1	2.1	11.5	11.8	1.8

Note: Data collected by OSPI from the October 2007 data collection period of K-12 students.
LAP — Learning Assistance Program; TAS — Title I Targeted Assistance; ELL Services — State Transitional Bilingual Instruction

While these supplemental services provide academic support to Latinos and their peers, these programs effect small percentages of the student populations and are not the sole "answer" to mitigating the Latino achievement gap. In addition, one of the important findings of this data, consistent with the previous discussion of low income levels, is the high percentage of Latinos that are eligible for free/reduced lunch. Latino students comprise the greatest percentage of students in this category compared to their peers, at 72.6 percent. The data on free/reduced lunch and the percent of Latinos using ELL services suggests that there remain considerable unmet needs for Latino students in school and helps to further explain the lower achievement levels between Latino students and their non-minority peers.

Another noteworthy finding is the low percentages of Latinos classified as "gifted." Of the 27,653 students labeled as highly capable or gifted in the core record data system, a mere 6.2 percent of Latino students are labeled as gifted, with African American students (2.2 percent) and American Indian Students (1.2 percent) having even lower representation receiving gifted services. Conversely, out of this same group of students (n=27,653) classified as gifted, 72.8 percent of whites and 15.5 percent of Asian American students are considered highly capable and gifted.

Contrary to the gifted classification, 11.8 percent of Latino students are receiving special education services, a label that is often applied to ELL students due to their limited English proficiency.[32] American Indian (17 percent) and African American (15.7 percent) students are also clearly overrepresented in the percentage of students receiving special education in the state. These percentages are even higher than the national rates, which also convey the well documented problem of overrepresentation, with 8.4 percent of Latinos, 12.6 percent of African Americans, and 14.1 percent of American Indians receiving special education services in the U.S in 2005.[33] Appendix Table A.5 for the 2006-2007 school year shows an even higher percentage of Latinos in special education.

TABLE 5: LATINO PROGRAM UTILIZATION AND ELIGIBILITY IN WASHINGTON STATE, 2007-2008, (N=1,070,218) (PERCENT)

Ethnicity	Percent Title 1 Migrant	Percent within Gifted*	Percent Eligible for Free Reduced Lunch	Percent Special Education	Percent Received 21st Century Community Program Services
Latino (n=160,355)	11.3	6.2	72.6	11.8	1.3
African American (n=60,107)	.1	2.2	60.4	15.7	.9
White (n=708,621)	.1	72.8	25.3	11.8	1.4
American Indian (n=29,398)	.8	1.2	55.4	17	1.5
Asian (n=83,226)	.1	15.5	31	6.8	1.2
Native Hawaiian (n=6,264)	.6	.3	55.8	8.4	6.6
Multiracial (n=22,372)	.5	1.5	37.2	12.2	6

Note: Data collected by OSPI from the October 2007 data collection period of K-12 students.
* n=27,653 or 2.6 percent of the K-12 population.

In addition to understanding Latino student program utilization, the average student cohort dropout rates in Washington State were calculated. We found high cohort dropout rates for Latinos, and even higher rates for Limited English students (34.7 percent). These data were calculated using the statewide estimated cohort dropout rates which are derived from the percentage of students remaining in the cohort by grade 12. The district level cohort dropout rate, which is individually calculated by school districts and then submitted to OSPI, was averaged to arrive at an estimated cohort dropout rate. The dropout rates in Table 6 are presented with caution, due to the variability in district reporting by school officials to OSPI.

TABLE 6: AVERAGE ESTIMATED STUDENT COHORT DROPOUT RATES IN WASHINGTON STATE, 2008

Ethnicity	Average Estimated Cohort Dropout Rate Percentage
All Students	17.5
Latino	29.4
African American	20.1
White	16.9
Native American	39.5
Asian	16.5
Limited English	34.7
Migrant	31.1
Low Income	24.7
Special Education	26.6

Note 1: Cohort drop-out rate calculated from the district level graduation data, accessed on December 4, 2008, (http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=).
Note 2: The "Estimated Cohort Dropout Rates" were averaged to get the overall state estimated cohort rate. This number is created at the district level by subtracting the percentage of students remaining in cohort at the end of 12th grade. The dropout rate is calculated by dividing number of students who drop out in grade by net students served in grade.

Since dropout rates vary within states and across school districts, with respect to accurate reporting and data collection methods,[34] a more accurate accounting of student progression can be seen using the CPI (Cumulative Promotion Index) method, which calculates the probability of a student graduating on time.[35] The data presented in Table 7 is derived from the EPE Research Center through Education Week, which found that the estimated cohort graduation rates for Latinos were 54.7 in 2003, 50.1 percent in 2004 and 56.9 percent in 2005. These data are alarming—close to half

of the Latino students that start high school are not graduating on time per the CPI estimates compared to over 70 percent of their White and Asian peers. Across the board, the graduation rates for all ethnic groups are cause for concern. Even at 70 percent, the state is losing close to a third of White and Asian students in high school in the state. And for Latinos, African Americans and Native Americans, the percentage of students graduating on time are at unacceptable levels, particularly if the state is concerned about the future of its workforce, sustaining the economy and the viability of communities of color.

TABLE 7: STUDENT COHORT GRADUATION RATES IN WASHINGTON STATE, 2003-2005 (PERCENT)

Ethnicity	Estimated Cohort Graduation Rates 2003	Estimated Cohort Graduation Rates 2004	Estimated Cohort Graduation Rates 2005
Latino	52.7	50.1	56.9
African American	47.8	45.7	51.8
White	71.5	70	72.3
Native American	40.7	36.9	42.7
Asian	72.9	72.9	75.5
All Students	68.2	66.5	68.8

Note: Data reported from the EPE Research Center Education Week's customized tables feature: http://www.edcounts.org/createtable/viewtable.php. The tables are calculated using the CPI (Cumulative Promotion Index) calculation method, which calculates the probability of a student completing high school on time. For a detailed description of the CPI calculation method and the related formulas, please see, Swanson, C. & Chaplin, D. (2003). Counting High School Graduates when Graduates Count: Measuring Graduation Rates under the High Stakes of NCLB. The Urban Institute, p. 19.

Another measure of student achievement often used to determine student progress is grade point average. The GPA data for students, collected in the Fall 2007 and Spring 2008, also illustrate gaps in student achievement with Latino, African American and Native American students possessing GPAs lower than their peers, as seen in Table 8.

TABLE 8: MEAN GPA OF STUDENTS BY RACE/ETHNICITY, 2007-2008

Ethnicity Fall 2007	Average GPA Fall 2007 Mean (SD)	Ethnicity Spring 2008	Average GPA Spring 2008 Mean (SD)
Latino (n=160,355)	2.25 (.93)	**Latino** (n=159,862)	2.26 (.93)
African American (n=60,107)	2.30 (.89)	**African American** (n=59,829)	2.31 (.89)
White (n=708,621)	2.72 (.92)	**White** (n=707,342)	2.74 (.92)
American Indian (n=29,398)	2.17 (.94)	**American Indian** (n=29,212)	2.17 (.95)
Asian (n=83,226)	3.01 (.87)	**Asian** (n=83,406)	3.01 (.86)
Native Hawaiian (n=6,264)	2.32 (.96)	**Native Hawaiian** (n=6,414)	2.32 (.96)
Multiracial (n=22,372)	2.53 (.98)	**Multiracial** (n=22,986)	2.55 (.97)

Note: Data collected by OSPI from the October 2007 and February 2008 data collection period for K-12 students. The GPA data in the OSPI data is aggregated data for middle and high schools students.

Latino Student WASL Results for Math

Assessment is a critical feature of education that allows the state to better understand gaps in achievement by ethnic groups, gender and socioeconomic status and identify whether districts are making progress toward meeting federal performance guidelines. The Adequate Yearly Progress (AYP) results for Latinos for 2007-2008, which uses the WASL to demonstrate student progress, show that for all levels, the elementary, middle school, and high school levels, Latino students are

not meeting proficiency goals developed by the state to satisfy the requirements of NCLB. The goal of AYP is for students to raise the bar of achievement each academic year for "underperforming" students. For Latino students, AYP was not met in Reading and Math combined over the past 6 years. AYP was met however, in reading at select levels from 2004-2006, but never in Math. The 2007-2008 data shows no progress for Latinos, suggesting the need for close examination and intervention to raise achievement.

The WASL scores for Latinos compared to their White and Asian American peers over a 10-year period further conveys consistently lower levels of achievement in Reading, Writing and Math. The achievement levels for Math are illustrated in this section because math is seen as the gatekeeper for college preparation among students, and gaps in math achievement begin very early in the education pipeline, ultimately limiting later postsecondary options and aspirations.[36] Further, in all of the years assessed for AYP, with the exception of 2003, Latino students did not meet the proficiency standards in Math. Figures 16 through 18 illustrate the patterns of achievement in Math for Latinos compared to their peers for grades 4, 7 and 10. The gap in students meeting the WASL standard in Math in 1997/98 between Latinos and Whites was 24 percent and in 2007-2008 the gap between Latino students and Whites was 29.4 percent. At the 7th grade level, the gap in the percentage of students meeting the WASL standard was 17.3 percent between Latinos and Whites, and in 2008, this gap was 29.7 percent. For 10th graders, the picture of lower achievement continues, with the gap in 1997/98 between Latinos and White students meeting the 10th grade Math WASL standard was 26.5 and in 2008, the gap was 29.5 percent. While Latino and all students have reported gains over the past 10 years, there remains a considerable achievement gap, particularly in the subject of Math. Appendix Tables A.6 to A.8 contains the scores for all students by ethnicity over a ten-year period in Math.

The primary message for state policy makers is that regardless of the grade level, Latinos, African Americans and Native Americans score significantly lower in standardized achievement scores, the measure most commonly used for statewide AYP analysis for federal reporting, and to determine a students' curricular path.

Figure 16
Students Meeting 4th Grade WASL Standards in Math by Ethnicity 1997-2008 (Percent)

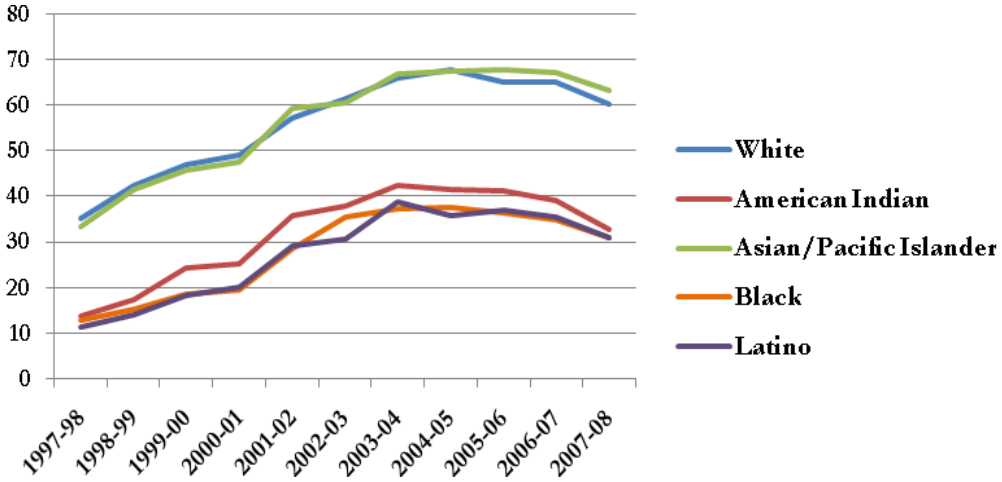


Figure 17
Students Meeting 7th Grade WASL Standards in Math by Ethnicity 1997-2008 (Percent)

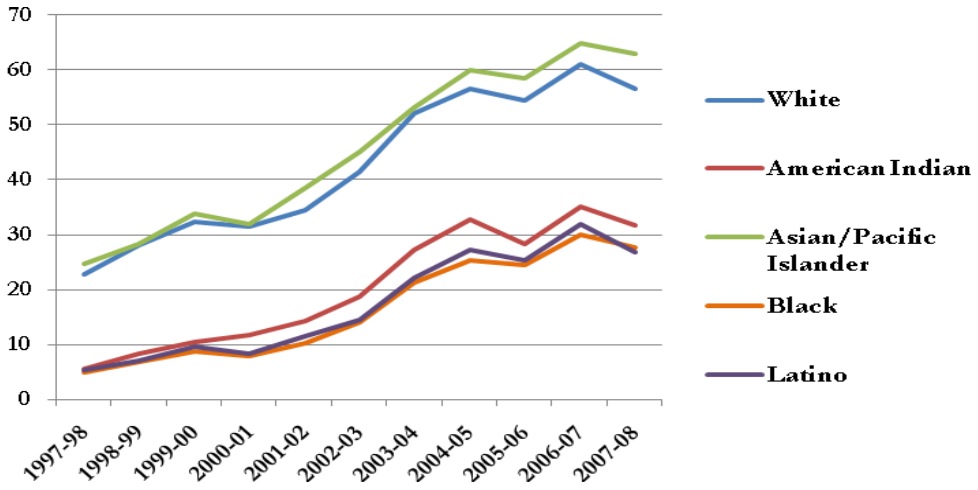
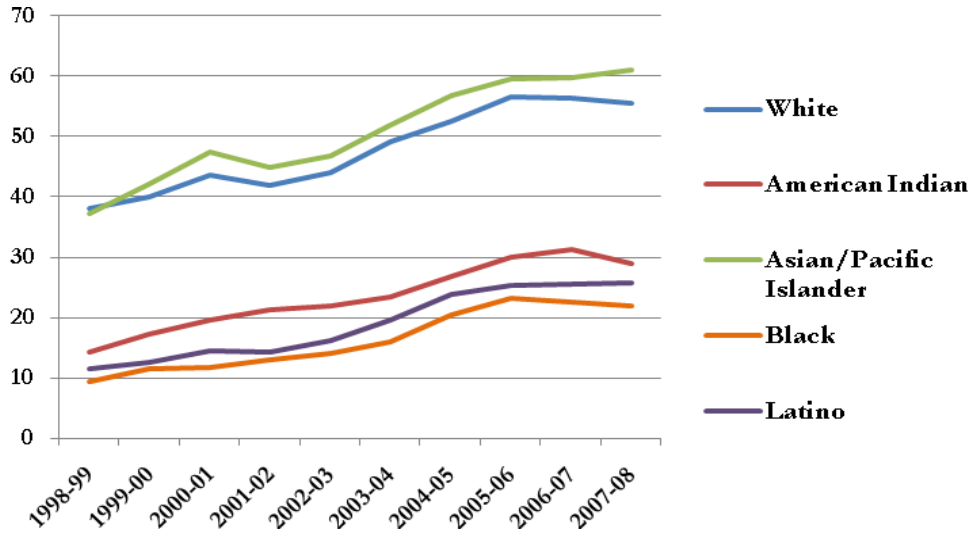


Figure 18
Students Meeting 10th Grade WASL Standards in Math by Ethnicity 1997-2008 (Percent)



In Reading and Writing results on the WASL, progress has been made in reducing the achievement gap. However, a considerable gap still exists across all grade levels. In reading, the gap between 4th grade WASL for Latinos and White students in 1997/98 was 33.9 percent and in 2007/08, this gap was 24.4 percent. While this gap has diminished, the fact that only 53.6 percent of Latino 4th grade students are meeting the WASL standard in reading in 2008 conveys a great deal of work that remains with respect to mitigating the achievement gap. The WASL results for 4th, 7th and 10th graders in Reading and Writing illustrates a similar pattern, with gains being made at all levels in reading and writing for Latino students from 1997/98 to 2007/08. These gains are reported cautiously however, because the percent of Latino students meeting the WASL standards in both areas of Reading and Writing remains considerably low. A ten-year analysis of reading and writing scores are provided in the Appendix (Tables A.9 to A.14).

English Language Learners in the U.S. and in Washington

The greatest portion of English learners are enrolled at the elementary school level, with steady increases of U.S. born ELL students that enter school speaking a second language.[37] In 2003-04, 3.8 million English language learners (ELL) received ELL related services in the public schools (11 percent of all students). Nationally, from 1996-2006, the percent of ELLs in public schools has grown by 58 percent.

Latino students, which make up the bulk of the ELL population in the United States, constitute the greatest share of underrepresented students in public schools (20.2 percent in 2006), with the majority of Latinos concentrated in the western region of the United States. Latino students constitute 35.9 percent of children enrolled in public schools in the Western region of the country compared to 45.2 percent Whites.[38] In Washington, Latinos comprise the majority of ELL students, with 66 percent of ELL students in 2006 who spoke Spanish as their primary language.[39]

It is important to note that students of color are now the majority in the Western region of the U.S. as they comprise 54.8 of the student population enrolled in schools. Asian Americans, the second largest body of students who are classified as English Language Learners, account for 7 percent of the school age children in the West.[40]

Several public policies and legal cases have influenced the delivery of bilingual education in elementary and secondary public schools. The Elementary and Secondary Education Act of 1965 and the Bilingual Education Act of 1968, considered a legacy of the Civil Rights Act of 1964, promoted educational opportunities for disadvantaged children in the United States. Title VI of the Civil Rights Act prohibits discrimination based on race, color, or national origin.

In *Lau v. Nichols (1974)*, the U.S. Supreme Court affirmed that states and districts cannot deny linguistically-appropriate accommodations (e.g. educational services in Chinese), nor violate providing equal educational opportunities on the basis of a student's ethnicity. Lau expanded the rights of ELL students nationally and through federal recognition (via the Supreme Court) that a student's language is closely intertwined with their ethnicity. Following Lau, was a major effort to educate students in both English and their native language. The Lau Remedies were proposed in an effort to provide guidance for states and school districts in complying with federal regulations to provide ELL students access to the mainstream curriculum.

Fast forward to the current political climate, where educators and policy makers face anti-immigrant sentiments as the backdrop, and attempts to address the needs of English Language Learners are viewed as unpopular. In 2006 for example, as part of the Immigration Reform Act (S 2611), a provision to make English the "official language" of this country was included in the legislation on immigration reform. Washington State is no different, with the presence of groups such as the Minutemen, or city councils attempting to pass ordinances against undocumented individuals acquiring driver's licenses. These fears are rooted in incidences of overt discrimination against workers or their children in the education system.

ELL Students & No Child Left Behind

Under No Child Left Behind, all states are required to monitor the progress of ELL students, while providing educational services to raise their achievement levels in school. Title I and Title III of the Elementary and Secondary Education Act of 1965 (ESEA), as amended and updated by NCLB, requires each State educational agency (SEA) to develop a plan that specifically addresses how the state is establishing standards and objectives for raising the level of English proficiency.

NCLB mandates that all students, regardless of school context or background, will read and be able to perform in math at grade level or better by 2014 in the U.S. As a result, the NCLB legislation identifies Limited English Proficient (or ELLS) as a top priority because their achievement levels, as measured by standardized test scores, are the lowest in every content area assessed. In 2006, The U.S. Department of Education announced a new Title I regulation that gave States and local school districts more flexibility on the assessment and accountability provisions for ELL students under NCLB.

According to the Department of Education and NCLB, the following regulations apply to ELL students:

- Defines a "recently arrived LEP student" as a student who has attended schools in the United States for 12 months or less.
- States may exempt recently arrived LEP students from only one administration of a State's reading/language arts assessment.
- Beginning in 2007-2008, the new regulations require a State to assess recently arrived LEP students in State mathematics and science assessments;
- States are not required to report scores for recently arrived LEP students in Adequate Yearly Progress (AYP) in mathematics and/or reading/language arts.
- Requires are required to report the number of recently arrived LEP students exempted.
- States and LEAs must provide appropriate and adequate instruction to recently arrived LEP students.[41]

The NCLB provisions present one framework for monitoring the progress of ELL populations within the respective states. However, monitoring the assessments used by individual states and their validity remains an absent oversight of the NCLB regulations. State autonomy has led to a wide range of assessments and pedagogical approaches for ELLs in the country, and Washington State is no exception.[42]

Washington State Policy Context

In order to understand the broader context for the education of ELL students who are Latino, it is important to understand the state level context for ELL policy. In Washington State, policy decisions and the distribution of financial resources for English language learners are controlled by the Transitional Bilingual Instruction Program (TBIP) office which resides in the Office of the Superintendent of Public Instruction (OSPI). TBIP funding supports instructional services in school districts enrolling eligible students. Under state law, the default program is one employing native language instruction, labeled by the state as a bilingual program. It is defined as "A system of instruction which uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable the pupil to achieve competency in English. Concepts

and information are introduced in the primary language and reinforced in the second language" (WAC, RCW 28A. 180.030(1)(b). Thus, unlike many states, the use of primary language is not prohibited in Washington. Despite the ability of Washington educators to use primary language in education service deliver, ELL models utilizing native language instruction make up only a small percentage of the state's programs. In cases where the use of two languages is not "practical," state laws allows for the establishment of ESL programs to meet the needs of ELL students. Beyond these general descriptions, state administrative code does not offer more specific guidelines in the construction and implementation of programs.

In addition to these general administrative guidelines, the state TBIP office promotes a list of recommended models based on NCLB guidelines of "research-based" programs. The state office has actively promoted dual language programs and attempted to eliminate ESL pull-out models. In doing so, the state document makes frequent reference to the Thomas and Colliers (1997) study as justification for their policy position. The following programmatic options—excerpted from OSPI documents—represent the programs that OSPI presents to districts as acceptable practice for ELL students.

- **Dual language program**: The school divides the regular curriculum for the grade level into language groups. For example, science might be taught in Spanish for all students while math might be in English. Since all classes have students who are working in their strong language and students who are working in their weaker language, the students learn to interact with one another and gain both the knowledge and the language they need from one another as well as from their teachers.
- **Late-Exit Bilingual:** These models are designed for English Language Learners (ELL) exclusively. This is a transitional model designed to move ELL children from their native "other than English language" to English over the five or six year period of the elementary grades. This model relies on the teacher teaching in the students' native language throughout the model.
- **Early-Exit Bilingual:** Early-Exit Bilingual models are identical to Late-Exit models with the only difference being that this model is designed to move ELL children from their native other than English language to English in the first three-year period of the school's primary grades.
- **Content English-as-a-Second-Language (ESL)**: Content ESL models rely on the classroom teacher of record, who has been ESL trained, to teach ELL students the entire curriculum while keeping them together with the rest of the students at all times. The ESL trained teacher employs ESL techniques to ensure his/her ELL students learn the academic curriculum while they are in the process of becoming English proficient. Content ESL is the most effective instructional model for buildings that have considerable numbers of more than one "other than English language" ELL students. Content ESL models are effective from K-12th grades and for all subject areas.
- **English-as-a-Second-Language (ESL)**: ESL programs are designed to provide ELL students focused English language development while they concurrently participate in the regular curriculum in English. This communicative-based approach makes use of the Eclectic Method that is various second language acquisition methods that each are appropriate at certain phases of a child's English language development.
- **English-as-a-Second-Language (ESL) Pull-Out**: According to OSPI (2006), ESL "pull-out" programs are the most commonly utilized programs in Washington and unfortunately,

the least effective as well. ELL students are "pulled" out of their mainstream classrooms each day for approximately 45 minutes each day. In this model, a teacher or paraprofessional provides students with focused assistance either in English language development or academic assistance.

Despite the attempt toward promotion of native language instruction, nearly 86% of all classified ELL students in the state find themselves in programs with no significant use of their native language.

In addition, in our data collection efforts in 14 schools in the Fall 2008, the team found that many schools were using the "inclusion model" even if it is not officially listed by the state as a program option. The closest program description for the inclusion model, was a form of ESL; however, the inclusion model at these select school sites did not necessarily mean that ELL students were in fact receiving additional academic support in their native language, as defined by the state's ESL program option for education service delivery.

Without adequate academic and linguistic support in schools, it is no wonder then, why ELL students achieve the lowest scores on the WASL exam in the state. The average scores for ELL students from 1998-2008 in Math are presented in Figures 19 through 21, and the scores for Reading and Writing among ELL students are provided in Appendix A.15 and A.23.

Figure 19
Students Meeting 4th Grade WASL Standards in Math by ELL Status 1998-2008, (Percent)

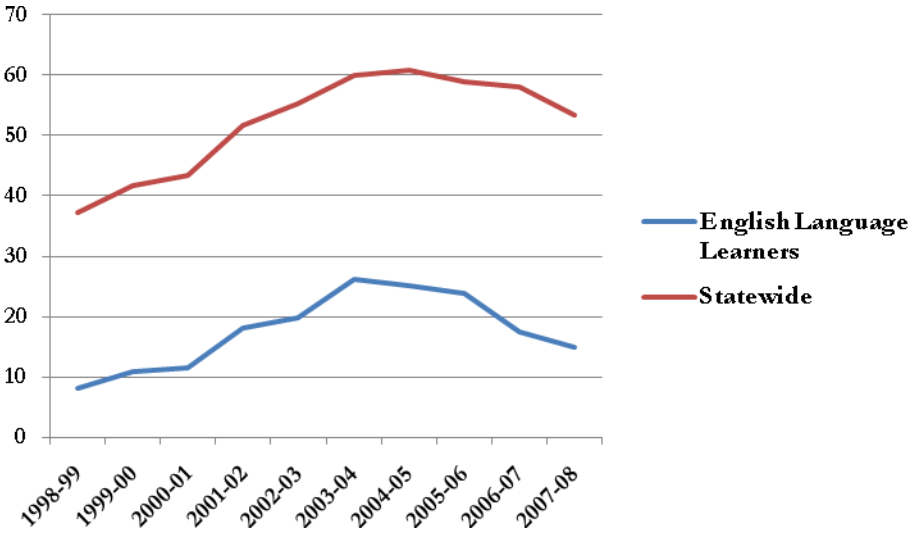


Figure 20
Students Meeting 7th Grade WASL Standards in Math by ELL Status 1998-2008, (Percent)

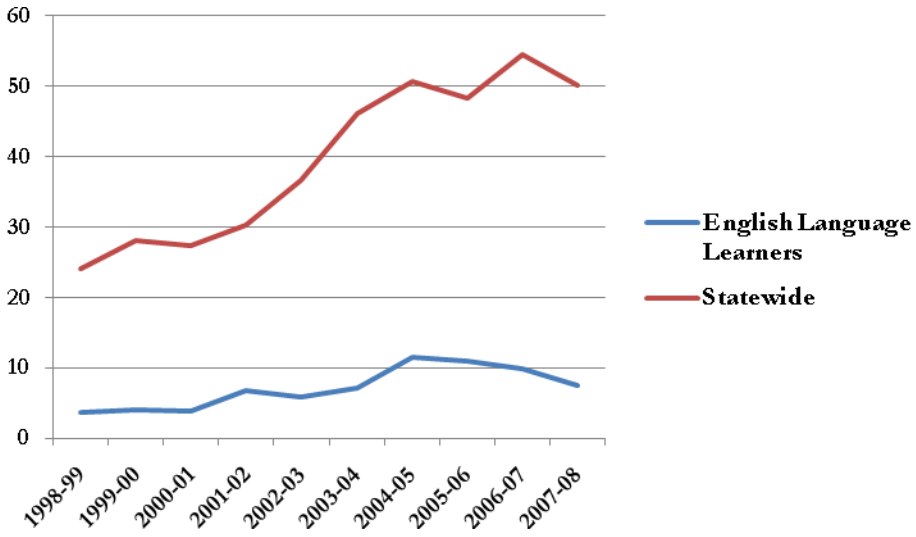
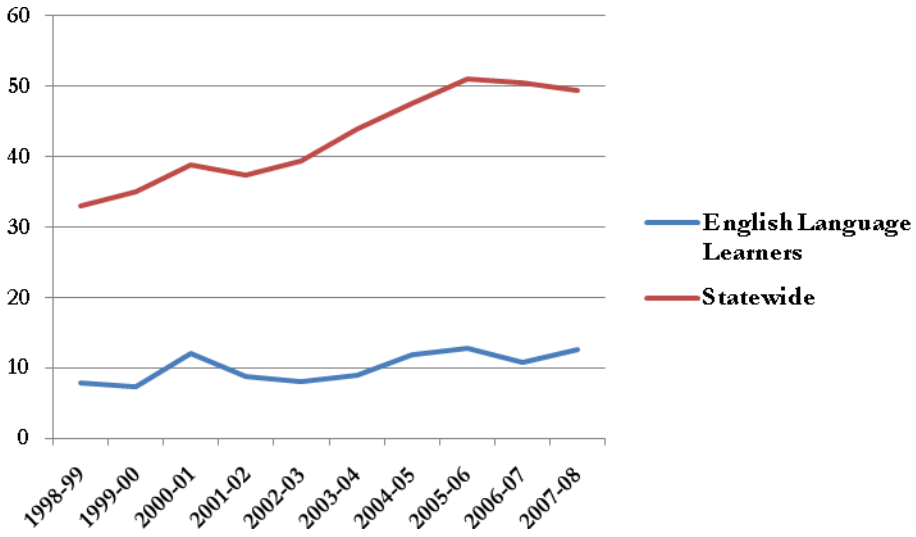


Figure 21
Students Meeting 10th Grade WASL Standards in Math by ELL Status 1998-2008, (Percent)



Additive Approaches as a Means of Raising ELL Achievement

Researchers who study education for English language learner (ELL) students generally agree that a hallmark of effective instruction for such students is engagement – students must be engaged in the work they are asked to do and included in the mainstream classroom as much as possible.[43] Student engagement can be facilitated in a variety of ways, all of which involve access to meaningful content and ongoing interactions with peers and teachers.

Researchers have also called for the integration of home and school practices as one major way to involve ELL children and their families in the activities of the classroom.[44] In his *funds of knowledge* approach, Moll contends that it is important for schools to "develop innovations in teaching that draw upon the knowledge and skills found in local households."[45] He and his colleagues argue that

children participate in complex networks within their homes and communities, and that teachers can (and should) act as bridges between these networks and the school environment by using what they know to plan relevant lessons and involve families. Stritikus (2006) makes a similar argument, noting that learning for ELL students is enhanced when schools pay attention to the local community and honor its practices by integrating content that is culturally meaningful to children into the curriculum.

The research suggests that the most productive approach for policy-makers is to understand the possibility of 'additive approaches" for the education of Latino students—that is, seeing schooling as way of building upon the linguistic and cultural resources students bring to school. Imbedded in this additive perspective for language minority students is the understanding that language, culture, and their accompanying values, are constructed in the home and community environments, that children come to school with some constructed knowledge about many things. Children's development and learning are thus best understood as the interaction of previous and present linguistic, socio-cultural, and cognitive constructions. An appropriate perspective of teaching language minority students is one that recognizes that learning is enhanced when it occurs in contexts that are socio-culturally, linguistically, and cognitively meaningful for the learner.[46] Moreover, educational policies should reflect these conceptual underpinnings.[47] Figure 22 lists the attributes of school-wide and teacher practices associated with this additive framework.

Figure 22. Additive Conceptual Dimensions of Addressing Cultural and Linguistic Diversity

School-wide Characteristics

- A vision defined by accepting and valuing diversity. Americanization is NOT the goal
- Professional development characterized by collaboration, flexibility and continuity with a focus on teaching, learning and student achievement
- Elimination (gradual or immediate) of policies that seek to categorize diverse students, thereby rendering their educational experiences inferior or limiting further academic learning
- Reflection of and connection to surrounding community--particularly with the families of the students attending the school

Teacher Characteristics

- Bilingual/bicultural skills and awareness
- High expectations of diverse students
- Treatment of diversity as an asset to the classroom
- Ongoing professional development on issues of cultural and linguistic diversity and practices that are most effective
- Attention to and integration of home culture/practices
- Focus on maximizing student interactions across areas of Spanish and English proficiency and academic performance
- Focus on language development through meaningful interactions and communications

The more knowledge that teachers have about their Latino students and the lives they live outside of school, the more effectively they can support student learning. Teachers cannot only capitalize on students' funds of knowledge, but they can make the mainstream curriculum more accessible by making it more concrete and relevant for students – showing them how abstract concepts are drawn from and related to the real world.[48] Effective teachers of ELL students also activate and build background knowledge using a variety of techniques.[49] These may include story maps, semantic webs, brainstorming sessions, and think-pair-share, among others. deJong and Harper (2005) caution, however, that teachers must be careful to adapt such activities appropriately to meet the needs of their ELL students, rather than simply presenting them as they would to a group of mainstream, dominant-language speakers.

High Achieving Latinos in Washington State

Research on high achieving Latino students has found that these students, while the top of their classes in their school contexts, still possess a fragile pathway to beating the odds against them.[50] Empirical data analysis of high achieving Latino SAT test takers in 2004 present several key findings: 1) Latino students, even those in the top quintile of the national test taking population, are likely to have a lower self-perception of their ability than their peers; 2) Latino SAT test takers are more likely to navigate school differently than their White and Asian American peers, where extracurricular activities such as intramural sports, an ethnic activity, a religious activity, playing an instrument, work outside of school, play an important role in their lives and result in higher achievement on the SAT Math and in school (as measured by GPA); 3) Latino students are more likely to be first generation—these students will be the first in their families to attend college; 4) Latino students are more likely than their peers to be bilingual, with lower parent education levels and income levels than their peers; 5) the pattern of inequitable opportunities to learn are manifested in standardized scores throughout the Latino student's experience in the school system, including college entrance examinations.[51]

The results of achievement on standardized exams among high school students for 2008 demonstrate comparable gaps in achievement that are seen in the elementary, middle and high school levels on the WASL. These gaps continue as a student progresses through the educational pipeline and as they attempt to transition to college. The pool of students who take the SAT or ACT can be considered a representative sample of high achieving students that are most likely to transition to college. By taking the SAT or ACT exams, these students represent a self-selected sample of students interested in college, because these standardized exams are not required for community college enrollment and acceptance.

Even among this high achieving pool of students, a disparity in scores is clearly apparent. Notable researchers such as Claude Steele (1997) attribute the lower scores achieved by minority students to stereotype threat, where minority students internalize the expectation of scoring lower than their peers on a high stakes exam, due in part to a level of disengagement or a set of negative experiences in school. The "high stakes" nature of exams such as the SAT or ACT that are used in admissions rubrics by colleges and universities, serve to further paralyze these students in performing at their optimal level.[52]

There are multiple explanations for the differences in achievement levels between minority subgroups and their White and Asian American peers, rooted in a history of educational inequity and exclusion.[53] This phenomena of disparity on standardized exams has been well documented and is true both on a national scale and among the test takers in the state of Washington.[54]

The SAT, the most widely used assessment for college admissions decisions in the nation, has seen consistent increases in the number of test takers from all ethnic groups in the past decade. In 2008, the College Board also witnessed an increase in test takers (n=1,518,859) as well as the level of diversity among the test taking population, with 40 percent of the test takers students from underrepresented communities, an increase of 33 percent compared to the 1998 levels. Such diversity in the population however, has not translated into increases in the overall achievement levels of pools of minority students, particularly when compared to their White and Asian American peers.

The total mean scores by ethnicity for the SAT test takers from Washington in 2008 conveys lower mean SAT scores for all of the Latino subgroups compared to their White and Asian American Peers. The Mexican American pool of test takers, the largest Latino group taking the SAT in Washington, are the lowest performing of the Latino subgroups across all areas assessed.

TABLE 9: TOTAL MEAN SCORES BY ETHNICITY, WASHINGTON SAT TEST TAKERS, 2008

Ethnicity	Test Takers		Critical Reading		Mathematics		Writing	
	N	Percent	Mean	SD	Mean	SD	Mean	SD
American Indian	457	1	495	96	496	98	473	92
Asian American	4606	13	507	112	558	113	499	108
African American	1451	4	451	100	445	97	438	92
Mexican American	1235	3	460	101	465	95	448	96
Puerto Rican	92	0	501	112	489	101	480	103
Other Latino	831	2	482	109	483	105	468	105
White	25055	69	538	98	540	95	520	94
Other	1078	3	530	112	528	104	517	107
No Response	1501	4	536	116	527	106	510	110
Total	**36,306**	**100**	**526**	**105**	**533**	**101**	**509**	**100**

Source: The College Board, "2008 College Bound Seniors State Profile Report, Washington." Downloaded at: http://professionals.collegeboard.com/profdownload/Washington_CBS_08.pdf

The ACT, another standardized assessment used in college admissions, is a curriculum based measure of achievement for high school students. The ACT data shows similar results to the SAT data, with Latino students scoring lower than White, Asian American, and Other in all areas assessed. With a scale from 1 to 36, Latino students earned a composite score of 18.9 in 2008, compared to 23.3 for Asian American and 23.6 for White students.

TABLE 10: AVERAGE ACT SCORES BY RACE/ETHNICITY, 2008 (N=11,951)

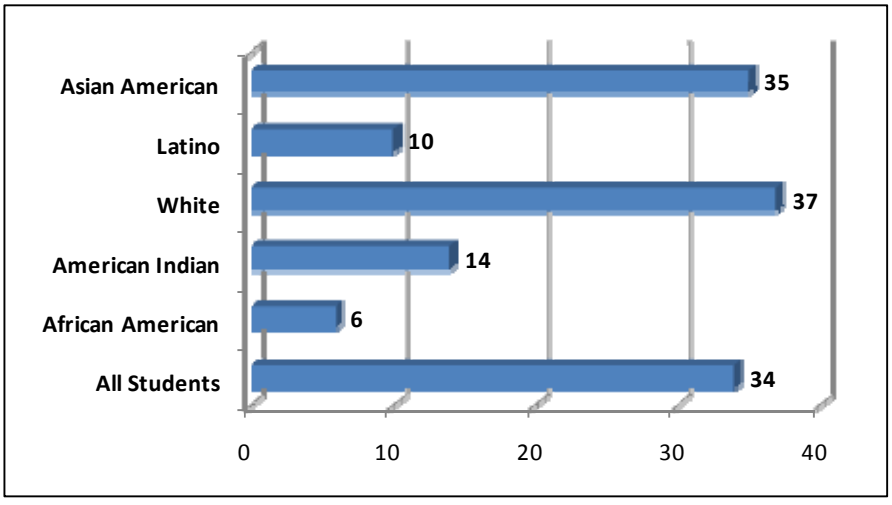
Ethnicity	English	Math	Reading	Science	Composite
ALL	22.7	23.2	23.7	22.4	23.1
African American	17.2	18.1	18.2	17.6	17.9
American Indian	18.5	20.5	21.0	20.3	20.2
White	23.2	23.4	24.3	22.8	23.6
Latino	17.6	19.3	19.2	18.9	18.9
Asian American	22.6	24.7	22.9	22.6	23.3
Other/No Response	23.8	23.9	24.7	23.0	24.0

Source: ACT. www.act.org.

The ACT High School Report also provides an assessment of students meeting college readiness standards, by calculating benchmark scores in English, Math, Reading and Science. A benchmark score, as defined by ACT, is "the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology." These scores were calculated by ACT and are based on the actual performance of students in college.[55]

ACT in calculating the benchmark score explores the impact of course rigor and the degree to which specific ethnic groups can be considered college-ready. Based on their assessment of all four scores, only 10 percent of Latino students met the ACT college readiness benchmark scores in 2008 compared to 37 percent of their White peers, and 35 percent of their Asian American peers. These data suggest that Latino students are not enrolled in a college ready curriculum in their high schools, which ultimately limits their smooth transition to higher education.[1] Figure 23 illustrates the percent of students meeting the ACT college readiness benchmark score in all four content areas assessed with the ACT exam for the Class of 2008.

Figure 23
Percent of Students Meeting ACT College Readiness Benchmark Scores in all Four Core Areas Assessed, by Race/Ethnicity, 2008



Source: ACT, "ACT High School Profile Report, The Graduating Class of 2008, Washington," p. 20. www.act.org.

The Struggle of a Latino High Achiever

Although Latino high achievers tend to navigate school differently and are involved in leadership activities while in school, their path remains a tenuous one, where they too struggle to be acknowledged in their school context, or are rarely encouraged to be leaders. Raquel's story illuminates the experiences of a high achiever in an urban ring district in Washington:

Raquel is a high achieving student in an urban ring district who wants to start a Latino club at her school. Unfortunately, she was dealing with a school administrator who believed that there were already too many clubs on the school campus. According to Raquel, the administrator had explained to her, "if we let you start a Latino club, then we would have to let everyone, even White supremacist groups" establish their own clubs. Raquel wanted to start a school club to "promote high academic achievement among her classmates, and to encourage them to think about college." She was told no and yes several times by the same school administrator. Her roller coaster continues with the school administration, but her tenacity and vision remain intact. Rightfully, she cannot understand the threat she or her peers pose in starting an organization that promotes Latino pride, leadership, commitment to community, and academic excellence.

[1] Transcript data for students in Washington State were not available for this report. OSPI was unable to provide course taking patterns for high school students in the state.

The Transition to Higher Education

With over 45 percent of the Latino students who do not graduate high school in Washington state, an even smaller percentage will transition into higher education. In the Fall 2005, Latino students represented only 4.3 percent of all students enrolled in public four-year institutions, 4.7 percent of independent four-year institutions, and 10.2 percent of Washington's community and technical colleges.[56] While this study has found that the Latino students at the middle and high school aspire to attend the four-year institution immediately following high school, few will get there, and even fewer will graduate from college. The pipeline for Latino students as they progress through higher education is therefore a tenuous one, where preparation in the secondary system, and access to curricular opportunities and course offerings become crucial to success.[57]

A Look at University of Washington Applicants

A look at the University of Washington applicants with respect to their achievement in school and on the SAT offers a better understanding of Latino student competitiveness and preparation for the four-year college compared to their peers. Examining ten years of University of Washington applicants (1998-2007), shows that the grade point averages of Latino, American Indian, and African American students are lower than their White and Asian peers (Table 11).

Considerable differences also exist in the SAT Math test performance across ethnic groups, with underrepresented students scoring below their Asian and White peers across all years examined (Table 12).

TABLE 11: MEAN HIGH SCHOOL GPA OF UW UNDERGRADUATE APPLICANTS BY ETHNICITY, 1998-2007

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	2.89	3.03	3.17	3.07	2.98	3.03	3.00	3.00	3.08	3.12
American Indian	2.98	3.30	3.33	3.33	3.27	3.26	3.21	3.23	3.37	3.30
Asian American	3.44	3.46	3.50	3.39	3.39	3.50	3.48	3.47	3.48	3.52
White	3.45	3.49	3.51	3.45	3.44	3.53	3.51	3.50	3.51	3.56
Hawaiian/ Pacific Islander	3.20	3.45	3.37	3.12	3.18	3.43	3.19	3.36	3.30	3.35
Latino	3.23	3.30	3.29	3.26	3.24	3.37	3.35	3.24	3.32	3.39
Not Identified	3.40	3.46	3.44	3.36	3.30	3.45	3.46	3.35	3.40	3.44

TABLE 12: MEAN SAT MATH SCORES OF UW UNDERGRADUATE APPLICANTS BY ETHNICITY, 1998-2007

Year	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	515.70	518.00	519.34	513.16	510.84	499.89	505.97	512.05	505.43	507.71
American Indian	544.63	561.35	561.50	555.26	548.46	561.36	547.81	573.80	570.56	553.37
Asian American	601.14	599.14	608.90	607.26	611.75	622.36	620.67	622.76	623.44	620.74
White	588.94	588.15	595.53	595.32	599.52	606.28	605.59	610.40	606.53	605.86
Hawaiian/ Pacific Islander	584.35	541.28	542.41	545.48	563.04	571.11	546.37	572.07	550.10	563.24
Latino	548.07	544.55	551.75	558.46	546.17	560.70	562.16	557.32	555.41	551.30
Not Identified	604.93	601.20	599.60	599.97	609.05	618.50	626.81	629.93	620.81	616.81

The data for the UW applicants suggests that Latino students are not as competitive as their White and Asian American peers, particularly when looking at the achievement on the SAT exam and begs the question of the "inputs," that are most likely to contribute to these lower test scores-- that is the curricular offerings (AP and honors), teacher quality, as well as material resources in the schools that foster a context for learning. Decades of research document the black-white and minority-White achievement gap;[58] but few have asked the stakeholders themselves. The next section presents a descriptive overview of the initial findings from the Fall 2008 survey data collection in eight school districts with a high concentration of Latino students.

Section III: Preliminary Survey Results for Proyecto Acceso

The research team had a multifaceted approach to data collection, one that acknowledged the concentration of Latino students and their families in the state. As a result, the researchers sought district sites with a representative sample of Latino students and Latino community members. From October 8, 2008 through November 21, 2008 the research team surveyed 468 students in 14 schools, 8 High Schools and 6 Middle Schools, interviewed 28 teachers, surveyed 253 teachers in the study sites, surveyed 247 parents at 17 community and parent events, and surveyed 167 Latino teachers in the state through the mail. The survey results are presented in this section as well as select quotes from the field notes taken by research team members throughout the data collection period. Due to the limited timeline for report completion, data from the transcribed interviews are not included in this report. Descriptive statistics are used to present an overview of the student, parent and teacher views on their experiences, practices, and aspirations.

Latino Student Results

The Latino student study design sought input from 8th and 10 grade students in their math classes. The survey data was collected in 14 schools, 8 high schools and 6 middle schools from October 9-November 21, 2008 in districts with a representative sample of Latino students in urban, urban ring and rural school districts in various regions throughout the state. The criteria for district selection was based on several criteria, including: geographical distribution, percent free and reduced lunch, percent concentration of Latino students in the district, percent ELL, graduation rates, percent Latino students meeting the 8th grade Math and Reading WASL standards. Together, these criteria enabled the research team to identify a representative sample of school districts from urban, rural and urban ring settings for survey data collection.

Since the subject of Math is widely documented as a gatekeeper subject to college enrollment and attainment[59] in addition to being a marker of course rigor in school, the study design was purposeful in attempting to gain the participation of students in their math classes as well as interview math teachers. Three to four math classes in each high school and middle school were targeted for data collection, one of which was an English learner math class (or a designated ELL class if a math class was not offered). Students in each school also participated in survey and focus group data collection where they were asked a series of questions about their experiences in school, with their families, interaction with teachers. The focus group protocol elaborated on the themes embedded in the survey. Students from all levels of Math classes were selected for survey participation to provide for a range of low, middle and high achieving student respondents.

Figure 24: Criteria for District Selection for Data Collection

Geographical Distribution: Rural Small = <4,000, Rural Large= >4,000, Urban Ring= <20,000, Urban Large= >20,000
Percent FRPL: % Free or Reduced-Price Meals in school districts reported to OSPI in May 2007; Low= <30%, Medium= 30%-50%, High= >50% (Statewide Average 36.8%)
Percent Latino/a Composition: Latino student population in the school district reported to OSPI in October 2006; Low= <15%, Medium= 15%-30%, High= >30%. (Statewide Average: 14%).
Percent ELL: traditional bilingual students in school districts reported to OSPI in May 2007; Low= <10%, Medium= 10%-25%, High= >25%. (Statewide Average: 7.5%)
Graduation Rates: percent of graduation rates in school districts determined by Education Weekly for 2004-05; Low= <50%, Medium= 50%-60%, High= >60% (Statewide Average 56.9%)
Percent Latino/a students meeting 8th grade Math WASL standards: percentages reflect students who scored in the Level 3 (400-417) and Level 4 (418 and above) proficiency on the WASL for the 2006-07 school year; Low= <25%, Medium= 25%-30%, High= >30%. (Statewide Average: 27.2% in 2006-07 school year)
Percent Latino/a students meeting 8th grade Reading WASL standards: percentages reflect students who scored in the Level 3 (400-431) and Level 4 (432 and above) proficiency on the WASL for the 2006-07 school year; Low= <45%, Medium = 45%-50%, and High= >50%. (Statewide Average= 50% in 2006-07 school year)

For the purpose of this report, the school districts selected for survey data collection are anonymous. Pseudonyms, as seen in Figure 25 are therefore provided to respect the privacy of the schools that agreed to participate in this study. The school characteristics provided a way of ensuring that the schools selected for the survey data collection were representative of the multiple school contexts that Latino children experience in Washington State.

Figure 25: **Characteristics of Districts based on Criteria, Fall 2008**

	District Characteristics		Student Demographics		Achievement		
						% Latino/a students meeting 8th Grade WASL Standards	
School District	Geography	% FRPL	% Latino/a Composition	% ELL	Graduation Rates (2004-2005)	Reading	Math
Rural-Brillante	Rural Small	High	High	High	Medium	Low	Low
Urban-Esperanza	Urban Large	Low	Low	Low	High	High	Medium
Rural-Ganas	Rural Small	High	High	High	High	Low	Medium
Urban-Hacer	Urban Ring	High	Medium	Medium	Medium	Low	Low
Rural-Luz	Rural Small	High	High	High	High	Low	Medium
Urban-Excelencia	Urban Ring	Medium	Low	Low	High	High	High
Rural-Saber	Rural Large	High	High	High	High	Low	Medium
Rural-Talento	Rural Small	High	High	High	Low	Low	Medium

The school district profile illustrates an over sampling of rural districts because a sizeable proportion of Latinos live in the rural communities in this state, with many Latinos working in the agricultural sector. In addition, the rural context for education is largely overlooked in the research studies that

have been conducted on Latino students. Yet, their experiences are critical to factor into the discussion on the best approaches to raising Latino student achievement. The research design therefore acknowledges the geographic distribution and presence of Latinos and their families in Washington, which is throughout the entire state.

All of the rural school districts in the sample had high percentage of students who qualified for free and reduced lunch. The small rural and large rural districts also had sizable Latino student populations, and have witnessed ongoing growth in the birth rates and migration patterns of Latinos over the past ten years. Interestingly, the rural school districts also had medium to high graduation rates based on our criteria in comparison to other school districts in the state.

The urban school districts represented a range of socioeconomic backgrounds, as measured by students classified as needing free and reduced lunch in the district, with one district classified as low, medium or high. These districts also varied in student performance on the 8th grade WASL in reading and math. However, they were similar in their graduation rates (medium or high), the percent ELL, and their Latino composition.

The district characteristics also illustrate low to medium 8th grade WASL achievement levels for Latino students in Reading and Math in the majority of districts, with the exception of the two urban districts, Excelencia and Esperanza. And while the research team asked over 16 districts to participate in this study, eight districts confirmed participation.

For the purpose of this report, all of the responses for Latino students vs. their non-Latino peers are aggregated, which represents an obvious limitation of the study. Future analysis will include school level, middle school vs. high school, gender comparisons, as well as regional comparisons, urban vs. rural. The descriptive data presented represents the preliminary data results from an intensive 7 week data collection period and an even shorter turnaround period for inclusion in the report. Ongoing analysis of findings will be presented to the Commission on Hispanic Affairs throughout the Winter and Spring 2009.

Student Characteristics of Survey Respondents

Out of a survey sample of 468 students, over half, 256 students were from one of five Latino groups. The majority of the Latino Students, 98 percent were from Chicano/Mexican American backgrounds (n= 245). Students in the Non-Latino category are represented by all ethnic groups (n=212 or 45.3 percent of the total student sample), with Whites representing the largest group (52.5 percent), followed by Asian Americans (24.6 percent), African Americans (3.9 percent), American Indians (4.4 percent), and students who marked "Other" represented 14.5 percent of the sample. All of the ethnic groups, due to their relatively small sample sizes, were aggregated to create a Non-Latino group, although the authors fully acknowledge the distinct experiences of other communities of color in the public education system. The majority of Latino and Non-Latino students who participated in this study were female, 57.6 percent of Non-Latinos, and 55.1 percent were Latinas.

Language

Spanish was reported as the primary language in the home for 75.9 percent of the Latino students in the sample who identified themselves as Mexican American/Chicano, South American, Cuban, Puerto Rican, or Central American. The majority of non-Latino students also spoke English as the primary language at home (58.9 percent), however there was a considerable degree of language diversity among the Asian American students in the sample. While Latino students reported

speaking Spanish at home, they also reported a high level of fluency in English, with 81.9 percent of the students acknowledging that they were fluent in English, comparable to the Non-Latino group (81.5 percent) as seen in Table 13.

TABLE 13: FLUENT IN ENGLISH, LATINOS COMPARED TO NON-LATINOS (PERCENT)

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Yes	204	81.9	167	81.5
No	45	18.1	38	18.5
Total	249	100	205	100

In addition to Spanish being the primary language in the home, the students overwhelmingly mentioned in school visits how the language barrier and lack of bilingual staff was the main reason for their parents lacking a greater level of interaction with the school. Students often explained that they would translate for their parents. When parents did interact with the school, the students themselves were often the translators. One example of the student as translator is the student led conferences, described to the researchers while visiting rural middle schools. While this is a very promising practice, the fact that the student was the sole translator for the parent and the teacher is cause for concern (with respect to direct and accurate translation) and a reflection of the limited translation services parents have access to when trying to communicate with school staff and teachers about the their child's performance in school.

Students also explained to research team members that their "parents didn't feel comfortable coming to campus and that it was difficult for them to understand the college process, let alone its importance when they didn't even understand the K-12 system here in the United States." One high school student in particular suggested that it might be beneficial for the school, at the beginning of the year, to offer an evening event for Latino parents in Spanish that informs them how the US education system works. The students in a small rural school (Brillante) also praised the recent hiring of a new Latina teacher and indicated that her hiring was already "creating a more welcoming environment."

Socioeconomic status

Consistent with the profiles seen for the Latino parent sample (although the samples were not linked to the student data), Latino students had parents with considerably lower levels of parental education. Latino students in the sample were more likely than their peers to have parents with either "some high school" or "grade school or less" as the highest level of their father's education. Latino students had 50.6 percent of their fathers with a grade school or less education, compared to their non-Latino peers, where only 15.2 of students had fathers completing a "grade school or less" education. A similar profile exists for the mother's education level, where Latino students were most likely to have mothers with a high school or less education. While over 75 percent of all students in the sample were unable to report their parent or family income levels, the parent education data suggests that Latino families are likely to be in the lowest income brackets within their regional context.

TABLE 14: FATHER'S EDUCATION LEVEL

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Grade School or less	121	50.6	29	15.2
Some High School	75	31.4	49	25.7
High School Diploma or Less	24	10.0	32	16.8
Business or Trade School	1	.4	5	2.6
Some College	7	2.9	29	15.2
Associate or Two-Year Degree	3	1.3	11	5.8
Bachelor's or Four Year Degree	3	1.3	19	9.9
Graduate or Professional Degree	5	2.1	17	8.9
Total	239	100.0	191	100.0

TABLE 15: MOTHER'S EDUCATION LEVEL

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Grade School or less	95	38.8	32	16.1
Some High School	86	35.1	32	16.1
High School Diploma or Less	34	13.9	40	20.1
Business or Trade School	-	-	5	2.5
Some College	13	5.3	45	22.6
Associate or Two-Year Degree	5	2.0	14	7.0
Bachelor's or Four Year Degree	7	2.9	21	10.6
Graduate or Professional Degree	5	2.0	10	5.0
Total	245	100.0	199	100.0

Context for Learning

The role that teachers play cannot be underestimated in the discussion on raising student achievement levels. The majority of the students in the sample believed that the teachers in their schools were supportive and assisted them in learning the class material, as seen in Table 16.

TABLE 16: TEACHERS ARE SUPPORTIVE AND ENCOURAGING IN ASSISTING STUDENT TO LEARN CLASS MATERIAL

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Always	98	38.7	82	39.0
Most of the Time	101	39.9	87	41.4
Sometimes	43	17.0	32	15.2
Rarely	7	2.8	5	2.4
Never	4	1.6	4	1.9
Total	253	100.0	210	100.0

The survey also asked students their perception of their achievement level in school, whether they would categorize themselves as "high achievers, above average, average, below average" or whether they believed they needed "intervention." Few Latino respondents considered themselves high achievers compared to their non-Latino peers. In addition, a higher percent of the Latino students (23.7 percent) would classify themselves as "average" compared to 17.3 percent of the non-Latino students.

TABLE 17: STUDENT PERCEPTION OF THEIR ACHIEVEMENT LEVEL

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
A High Achiever (A student)	66	26.5	80	38.5
Above Average Student (B student)	114	45.8	88	42.3
Average Student (C student)	59	23.7	36	17.3
Below Average (D student)	6	2.4	3	1.4
Need intervention (Failing)	4	1.6	1	.5
Total	249	100.0	208	100.0

In addition to asking students how they would describe their own achievement in school, the survey also asked students how their teachers would describe their achievement. The survey question asked students, "My teacher would consider me…" in an effort to better understand how Latino students perceived their teachers opinions of their achievement. Latino students were less likely to feel their teacher considered them to be a high achiever (29.6 percent) to Non-Latino students (35.1) percent. Latino students were also more likely to believe that their teachers considered them to be an average student, 24 percent compared to 16.1 percent of the Non-Latino students.

TABLE 18: STUDENT PERCEPTION OF TEACHER RATING OF ACHIEVEMENT

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
A High Achiever (A student)	74	29.6	72	35.1
Above Average Student (B student)	100	40.0	87	42.4
Average Student (C student)	60	24.0	33	16.1
Below Average (D student)	14	5.6	9	4.4
Need intervention (Failing)	2	.8	4	2.0
Total	250	100.0	205	100.0

While there is no way to determine whether or not these students were in fact achieving at the levels they stated due to the anonymous feature of the survey, this finding is an important one—Latino students believed that their teachers do not rate them as highly as their peers. This finding is consistent with the literature on the role of teachers in providing an important role in the self-perceptions, self-esteem as well as psychosocial development of children and adolescent youth.[60]

Other factors that influence how students believe adults perceive them in school occur on the school campus and are based on interactions with school staff. Latino students verbally discussed that they felt "that there is racism" in their school to the research team. One Latino male student

observed that disciplinary actions are not applied equally to all students at his middle school. As an example, the student mentioned a fight that happened between a Latino student and an Anglo student; and only the Latino student was suspended.

Another issue that arose in the schools and was not included on the survey protocol was the issue of racial profiling or targeting Latino students in their school by the police or other authority figures in the school setting. In a large urban high school for example, students talked to the research team about racist incidents on campus, where police officers have stopped some of the male Latino students as they are walking from one building to another and asked them where they were going in an intimidating manner. They felt singled out frequently by these staff. The students explained that they were not only upset about this type of behavior toward them, but they also didn't see similar treatment toward other groups on the same school campus. These experiences have the potential to shape student attitudes toward school and influence the level of excitement and engagement with their classes and school in general.

Interaction with Parents

The role of the Latino family also emerged as an important theme among student participants. For example, Latino students in the sample appear to talk to their parents about their history, language and culture. Their peers were slightly less likely to have this level of interaction. However, from both the Latino and non-Latino student responses, dialogue with parents about family and cultural history appeared to be happening in the homes of the majority of all survey respondents.

TABLE 19: PARENTS TALK TO STUDENT ABOUT HISTORY, LANGUAGE AND CULTURE

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Always	63	24.7	39	18.4
Most of the Time	52	20.4	46	21.7
Sometimes	85	33.3	64	30.2
Rarely	38	14.9	41	19.3
Never	17	6.7	22	10.4
Total	255	100.0	212	100.0

While students claimed relatively high levels of interaction with their parents, parents were less likely to assist all students surveyed with their math homework. Latino parents in particular, were less likely to help their children with their schoolwork compared to the non-Latino students, with higher percentages of Latino students responding "rarely" or "never." This finding is likely to be in part, attributable to the English language barrier for parents as well as the lower education levels of Latino parents. Many of the Latino parents, not having a high school or greater education level, are limited their ability to assist their child with their schoolwork at home.

TABLE 20: PARENTS HELP STUDENT WITH HOMEWORK IN MATH

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Always	11	4.3	18	8.5
Most of the Time	24	9.4	20	9.5
Sometimes	55	21.7	54	25.6
Rarely	71	28.0	53	25.1
Never	93	36.6	66	31.3
Total	254	100.0	211	100.0

In addition to limited parental support with homework, Latino students were also less likely than their peers to experiences parental support for their involvement in extracurricular activities. Latino students lived in homes where their parents "worked long hours and weekends" as many students described, and did not always have time to leave work to attend school events.

And while parents were generally supportive of extracurricular involvement in school, when Latino students were asked in the survey if their parents "attended their events" the percentages on the likert scale dropped even further to the "sometimes," "rarely" or "never" categories. In addition, a common comment from students at the middle and high school level with respect to how they spent their time after school was that they "worked in the fields with their parents." It was not uncommon for students from small rural or large rural school districts to discuss with research team members how they picked apples, asparagus, or cherries before and after school to assist the family financially.

TABLE 21: PARENTS SUPPORT INVOLVEMENT IN EXTRACURRICULAR ACTIVITIES AND ATTEND EVENTS

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Always	70	27.6	83	39.9
Most of the Time	69	27.2	46	22.1
Sometimes	51	20.1	49	23.6
Rarely	36	14.2	17	8.2
Never	28	11.0	13	6.2
Total	254	100.0	208	100.0

Although parents were not always able to help their child with school work, or even attend school events, almost all student survey participants, Latino and Non-Latino, reported that their parents wanted them to attend college and parents had offered their child advice about college. An overwhelming majority of Latino (97.6 percent) and non-Latino (98.6 percent) students believed that their parents wanted them to attend college. This message appears to be clear on the part of all parents and is likely to influence the post high school aspirations among students.

TABLE 22: PARENTS WANT STUDENT TO ATTEND COLLEGE

	Latino		Non-Latino	
	N	Percent	N	Percent
Yes	247	97.6	205	98.6
No	6	2.4	3	1.4
Total	253	100.0	208	100.0

TABLE 23: PARENTS OFFER ADVICE ABOUT COLLEGE CHOICES

	Latino		Non-Latino	
	N	Percent	N	Percent
Always	70	27.8	53	25.0
Most of the Time	45	17.9	43	20.3
Sometimes	64	25.4	54	25.5
Rarely	37	14.7	34	16.0
Never	36	14.3	28	13.2
Total	252	100.0	212	100.0

Interaction with Peers

Peer groups for Latino students, and all students generally, play a critical role in shaping student behaviors, choices in and out of school, and their future aspirations.[61] Latino students were less likely to have friends who greatly supported their learning, with (21.8 percent) of Latinos responding "always" compared to their non-Latino peers (31 percent). The Latino respondents were also more likely to have marked "rarely" or "never," suggesting that their peers were not as supportive as the peer groups for non-Latinos. This finding is consistent with the research regarding peer groups, with Latino students more likely to have friends that are not supportive academically. This phenomenon often happens in school among minority students, where students fear being called or considered a "schoolboy" or "schoolgirl." [62]

TABLE 24: FRIENDS SUPPORT STUDENT LEARNING

	Latino		Non-Latino	
	N	Percent	N	Percent
Always	55	21.8	65	31.0
Most of the Time	83	32.9	62	29.5
Sometimes	69	27.4	58	27.6
Rarely	38	15.1	16	7.6
Never	7	2.8	9	4.3
Total	252	100.0	210	100.0

Student Survey Results: Latino Student Comments

"Mis planes es de ir al colegio para tener una Buena carera."

"My plans are to go to college to have a good career."
--An ELL high school student from Eastern Washington

"Our school needs more Hispanic teachers."
--A Mexican high school student from Eastern Washington

"We need more activities things to get excited about when coming to school- better resources."
--A Mexican high school female student from Eastern Washington

"I hope one day the immigrant can be seen as legal."
--A Mexican American middle school student from Western Washington

"I need to know how college works, especially UW."
--A Mexican American high school male student from Eastern Washington

In addition to having fewer friends who supported their learning, Latino students were also less likely to have "almost all" of their friends plan to go to college, with 56 percent of the Latino students compared to 69.8 percent of the non-Latino students who had peers that planned to go to college after high school.

TABLE 25: FRIENDS PLAN TO GO TO COLLEGE

	Latino		Non-Latino	
	N	Percent	N	Percent
Almost all of my friends (over 60%)	140	56.0	143	69.8
Some of my friends (Less than 40%)	104	41.6	61	29.8
None of my friends	6	2.4	1	.5
Total	250	100.0	205	100.0

Despite having less support from friends regarding college, the overall aspirations for Latino students after high school were high for both the Latino and non-Latino student respondents. The role of parents and teachers cannot be underestimated here. In addition, the relatively high aspirations among the Latino students who aspired to attend college (79.7 percent) may be attributed to the hopeful disposition of first generation students, whose families often came to the United States for educational opportunity and social mobility.[63] The majority of Latino students responded that they wanted to attend a four-year institution after high school (60.2 percent), slightly higher than their non-Latino peers (56.5 percent) in the sample.

TABLE 26: PLANS AFTER HIGH SCHOOL

	Latino		Non-Latino	
	N	Percent	N	Percent
Two-year institution	46	19.5	35	18.1
Four-year institution	142	60.2	109	56.5
Private University	15	6.4	17	8.8
Trade School	3	1.3	6	3.1
None of the above	20	8.5	9	4.7
Other	10	4.2	17	8.8
Total	236	100.0	193	100.0

In addition to wanting to attend a four-year college or university, 64 percent of Latino students aspired to achieve a bachelor's degree or higher. In addition, over 22 percent of Latino students and non-Latino students want to earn a graduate or professional degree as their highest level of education. Over 21 percent of Latinos and 23.6 percent of the non-Latino students aspired to earn a BA degree.

While aspirations were high among Latino students, specific questions and concerns arose during data collection around financial aid, particularly among unauthorized immigrant students (1079 students). While the survey did not ask about financial aid or college costs, this finding is documented in the field notes from students and parent interaction. Students frequently approached research team members to ask "if they could go to college if they were undocumented but had lived

in this country most of their lives." Those who were aware of HB 1079 were most concerned about their ability to finance college, because they could still not qualify for state financial aid.

The majority of the students in the sample who expressed their desire to pursue higher education offers a hopeful snapshot of the aspirations of youth in middle and high schools today—a challenge and opportunity therefore exists for schools as well as policy makers to ensure that these students have the opportunities to fulfill such high aspirations, and in turn better the livelihood of their communities and state.

TABLE 27: POST HIGH SCHOOL ASPIRATIONS

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
High School Diploma or equivalent	36	15.5	18	9.2
Business of Trade School	4	1.7	3	1.5
Some College	23	9.9	22	11.3
AA Degree	21	9.1	18	9.2
BA Degree	49	21.1	46	23.6
Some graduate or professional school	9	3.9	8	4.1
Master's degree	38	16.4	32	16.4
Graduate or professional degree	52	22.4	48	24.6
Total	232	100.0	195	100.0

When students were further asked about where they received information about college, the majority of the students responded that their teachers were more likely to provide them with college information than any other school staff or even their peers. In addition to relying on teachers for college information, 32.1 percent of Latinos and 28.3 percent of non-Latino students relied on school counselors for college information. Teachers and counselors play an important role in exposing students to the possibility of higher education, and helping them to take tangible steps to ensure that they transition into the halls of higher education.

TABLE 28: PERSON WHO PROVIDES STUDENT WITH INFORMATION ABOUT COLLEGE IN SCHOOL

	Latino		Non-Latino	
	N	**Percent**	**N**	**Percent**
Teacher	89	47.6	70	44.0
Counselor	60	32.1	45	28.3
Coach	3	1.6	8	5.0
Student	16	8.6	15	9.4
Other	19	10.2	21	13.2
Total	187	100.0	159	100.0

The student survey results confirmed that Latino students have high aspirations comparable to their peers, with the majority of them planning or aspiring to go to college. The survey did not however, ask about the selectivity of the campus or institutional type, but the fact that the majority of Latinos

wanted to attend a four-year institution, and aspired to a bachelor's degree or higher, suggests that these students are hopeful about their future, regardless of test scores or grades in school. The unfortunate reality, as the data in this report illustrates, that few Latino students are likely to enter the doors of higher education and earn graduate or professional degrees. In fact, the path to college is a tenuous path for most students. Only 19 out of 100 9th graders will earn an AA degree or higher in Washington.[64] The task for those who influence the lives of youth in this state, from parents, teachers and community members, is to create an infrastructure that allows stakeholders to collectively guide students through the secondary education system and through postsecondary education.

The next section reveals the perceptions, behaviors and aspirations of Latino parents, and the tools they need to better advocate and support the needs of Latino children.

Parent Data Collection Results

The parent data collection consisted of survey data collection as well as focus groups with Latino parents in school or community settings. The research team attended 17 community events from October 4-November 21, 2008 in several communities in Washington. The approach for parents was to go into the communities where they live, work and their children go to school. As a result, the research team attended scheduled community events throughout the state. This approach represents a "go to the community" strategy, one that is culturally appropriate and respectful, rather than asking the community come to the researchers. There were several themes embedded in the survey design and are consistent with the student survey protocol. These umbrella themes include: Student-parent interaction, the context for learning, interaction with the school, awareness of resources, college aspirations, and demographic information. Select results are presented in this section to convey the key findings from the parent survey results.

A total of 247 parents were surveyed, the majority of which were from Mexican or Mexican American background (60 percent), and were the result of data collection in multiple settings including urban, rural and urban ring contexts.

Latino Parents and Their Value for Education

A common misperception of Latino parents is that they lack concern or interest in their child's education. These perceptions are largely derived from low Latino parent participation rates in school events. However, this common misperception by teachers and school administrators does not reflect the majority of Latino parents' views toward education. Like most parents in this country, Latinos want the best for their children—they want them to acquire skills that make them marketable in the workforce, attend and graduate from college, and to be economically secure. Many Latinos, including those new to the United States, believe that education is the primary pathway to social and economic mobility. As one parent commented on their parent survey: "Espero que mi hija tenga la oportunidad de poder estudiar. I hope that my daughter has the opportunity to study."

"Espero que mi hija tenga la oportunidad de poder estudiar. I hope that my daughter has the opportunity to study."

According to the 2006-2007 Parent and Family Involvement in Education Survey, 67 percent of parents of children in grades K-12 expect their student to finish a bachelor's degree or greater,

compared to 73 percent of White parents (NCES, 2008).[65] And 70 percent responded that their family plans to help pay for their student's education after high school (NCES, 2008).[66] The expectations of Latino parents are very high—they do not reflect a lack of caring or interest in the educational development and success of their children. What these results do suggest is that despite high aspirations for their children, Latino parents may not understand *how* to translate these hopes and aspirations for their children into action or tangible support that leads to college enrollment.

Parents, like their children, are likely to experience isolation with their child's school or related activities, depending on the language and generational status of parents (Delgado-Gaitan, 1991).[67] Among the key findings of this study, was the need to engage and increase communication with Latino parents through multiple forms of communication. The majority of Latino parents (58.6 percent) had an education of high school or less, with 41.4 percent of the sample listing grammar school or less as their highest level of education. The survey results suggest that many members of the Latino community in the state of Washington are likely to be first generation immigrants to this country, with the socioeconomic characteristics consistent with new immigrants. In addition to a large portion of the parent survey respondents having low education levels, 65.3 percent of the parents reported an annual family income between $30,000-39,000 or less last year.

Interaction with their Children

The results of the survey illustrate that Latino parents are not always able to assist their child with their homework. In fact, about one third of parents were able to help their child either sometimes or most of the time, with 18.7 percent of parents who reported to have the ability to assist their child with schoolwork "rarely" to "never."

TABLE 29: ABILITY TO HELP CHILD WITH HOMEWORK

	N	Percent
Always	47	19.5
Most of the Time	71	29.5
Sometimes	78	32.4
Rarely	32	13.3
Never	13	5.4
Total	241	100.0

A promising finding from the parent survey relates to the perceived level of communication that exists within the home between parents and their child. The majority of parents responded "always" to offering advice about their child's peer group or friends. Another 21.2 percent marked that they offer advice about peers "most of the time." These results illustrate how parents care about the peer groups their child is developing, and are likely to offer "consejos" or advice about friends who may be on the wrong path. The focus group data illuminates this finding, as Latino parents communicated their concerns surrounding gang involvement and expressed how they paid attention to the friends their children were choosing to spend time with and establish relationships within school. Latino parents made it clear that they encouraged and often demanded that their child stay away from youth that possessed a close proximity to gangs or gang involvement (i.,e., siblings in gangs).

TABLE 30: OFFERS CHILD ADVICE ABOUT PEER GROUP AND TALKS ABOUT HIS/HER FRIENDS

	N	Percent
Always	145	59.2
Most of the time	52	21.2
Sometimes	38	15.5
Rarely	8	3.3
Never	2	.8
Total	245	100.0

Language

Latino parents were also more likely to be bilingual according to the survey results. The majority of Latino parents chose to answer the survey in Spanish (74.5 percent). In addition, while the research team collected over 247 surveys, the researchers were exposed to well over 1,000 parents. One notable finding, not quantifiable from the survey results however, were the number of parents that could not read or right in Spanish or English. These low literacy rates, if even from the anecdotal interaction with Latino parents throughout the state, raises the need for multiple forms of communication with the Latino community, in addition to the traditional approach of written documents in Spanish and English for Latino parents.

TABLE 31: LANGUAGE OF SURVEY COMPLETION

	N	Percent
English	63	25.5
Spanish	184	74.5
Total	247	100.0

When asked whether parents spoke to their child at home and reinforced the importance of language, the majority of parents, 62.6 percent answered "always," (Table 32) and 64.8 percent responded that Spanish was the primary language spoken in the home (Table 33), illustrating the priority among Latino parents for their child to retain their language and culture.

TABLE 32: SPEAKS TO CHILD IN SPANISH AND REINFORCES THE IMPORTANCE OF LANGUAGE

	N	Percent
Always	152	62.6
Most of the Time	32	13.2
Sometimes	37	15.2
Rarely	15	6.2
Never	7	2.9
Total	243	100.0

TABLE 33: PRIMARY LANGUAGE SPOKEN IN HOME

	N	Percent
Spanish	138	64.5
English	23	10.7
Spanish and English	53	24.8
Total	214	100.0

Parent Involvement

Delgado-Gaitan (1991) found that culturally responsive communication did in fact lead to greater levels of parent empowerment and engagement, and that parent-school linkages were formed when schools made concerted efforts to minimize parent isolation.[68] The findings from the survey suggest that due to the language barrier among Latino parents, a considerable degree of isolation is occurring in between Latino parents and the schools that their children attend. Close to half of the Latino parents responded that they needed bilingual services to interact with the school teachers and staff, yet over a third of the survey respondents were not offered a translator when interacting with school personnel, as seen in Tables 34 and 35.

TABLE 34: PARENT NEEDS BILINGUAL SERVICES

	N	Percent
Yes	116	48.5
No	123	51.5
Total	239	100.0

TABLE 35: TRANSLATOR OFFERED TO PARENT

	N	Percent
Yes	95	64.6
No	52	35.4
Total	147	100.0

When parents were further asked if written correspondence sent home by the teacher is in English and Spanish, 55.2 percent responded "yes," while an additional 44.8 percent of parents responded "no." These data suggest that schools are making attempts to accommodate Latino parents, but a language barrier for parents still exists between the school and Spanish-speaking Latino parents.

TABLE 36: CORRESPONDENCE FROM THE SCHOOL AND OR STUDENT'S TEACHER IS WRITTEN IN BOTH ENGLISH AND SPANISH

	N	Percent
Yes	122	55.2
No	99	44.8
Total	221	100.0

Language also consistently arose in both the survey responses and in the discussions with parents during focus groups and at parent events. Parents mentioned the need for bilingual information sent home to parents, which the survey findings confirm. At a parent event in Western Washington,

one parent commented: "They know that our children are ELLs and we speak Spanish, but none of the materials sent to our homes are in Spanish. How can we become involved in our child's school if we cannot understand what is happening?"

In addition to the inability to fully interact with school officials due to a language barrier, researchers have also found that Latino parents had a great deal of time constraints and that their jobs lacked flexibility for school involvement. [69] Leaving their job for meetings for example, may be impossible or put an economic burden on families because Latino parents are likely to be in low wage jobs and work long hours. The survey results confirm low participation rates with the school, such as involvement in the PTA. When asked whether the parent participated in the PTA organization at their child's school, 54.7 percent of the respondents marked "never" and 20.8 percent of parents selected "rarely." Perhaps the language barrier accounts for low participation levels, but this finding also suggests the need for school staff increase their efforts to better engage Latino families through multiple forms of communication and approaches. A personal element appears to be missing for parents to feel welcome in the schools their child attends.

> *They know that our children are ELLs and we speak Spanish, but none of the materials sent to our homes are in Spanish. How can we become involved in our child's school if we cannot understand what is happening?*
> *--Parent from Western Washington*

TABLE 37: PARTICIPATES IN PTA AT CHILD'S SCHOOL

	N	Percent
Frequently	18	7.6
Sometimes	40	16.9
Rarely	49	20.8
Never	129	54.7
N	236	100.0

College Aspirations

In addition to the role of parental involvement as a central element to a student's success in school, the survey also asked parents several questions regarding their aspirations for their child in the future, with respect to college and college planning. From the results, it is clear that the Latino students were not enrolled in a college preparatory curriculum nor have Latino parents worked with teachers to enroll their child in college preparatory classes.

TABLE 38: STUDENT IS ENROLLED IN A COLLEGE PREPARATORY CURRICULUM

	N	Percent
Yes	53	23.2
No	175	76.8
Total	228	100.0

TABLE 39: WORKED WITH TEACHERS AND OR STAFF TO ENROLL CHILD IN A COLLEGE PREPARATORY CURRICULUM

	N	Percent
Yes	27	11.7
No	203	88.3
Total	230	100.0

Even though over 64 percent of the parent respondents made less than $39,000 as an annual family income, an overwhelming majority conveyed their intent to assist their child to pay for college. This willingness to help their child pay for college conveys how Latino parents consider education a priority and are willing to offer whatever resources they have to their child. However, with such modest income levels, the ability of Latino parents to assist their child to pay for college expenses is likely to be very limited. In addition, studies have found that Latino parents lack knowledge about college costs as well as the multiple mechanisms available to assist their child in paying for college.[70]

TABLE 40: PARENT PLANS TO HELP CHILD PAY FOR COLLEGE

	N	Percent
Yes	198	91.7
No	18	8.3
Total	216	100.0

Consistent with research on parental aspirations for their children, Latino parents also conveyed very high educational aspirations for their child, with 46.2 percent wanting their child to earn a graduate or professional degree and 74.9 percent of parents who want their child to earn a Bachelor's degree or greater as their highest level of education.

TABLE 41: HIGHEST LEVEL OF EDUCATION PARENT HOPES FOR CHILD

	N	Percent
High School Grad	13	6.5
Business or Trade School	1	.5
Some College	7	3.5
AA degree	29	14.6
BA degree	31	15.6
Some Graduate School	2	1.0
Master's degree	24	12.1
Graduate (Ph.D.) or professional degree (J.D., or M.D.)	92	46.2
Total	199	100.0

The findings from the parent survey illustrate that Latino parents need a greater amount of information pertaining to their child's education and need to work with schools to become better engaged in the educational process of their children. While aspirations for their children are high, the low education, income and literacy levels in English suggest that they are not well equipped to provide navigational support for their children. This presents an opportunity for schools, communities and parents to create a network of support

Parent Survey Results: Survey Comments

"It would be nice to have public schools hold every child to high expectations for academic success. It is my hope that my child will attain a high level of educational success."
--Latino *Parent of a middle school student from Western WA*

"There are many problems in Eastern Washington relating to discrimination in the schools; there is a sense that Anglo teachers don't care if Latino youth fail."
--Latino Parent of a High School student from Eastern WA

"We need to improve access to information regarding student opportunities and resources for Latinos and to create more motivation[al] programs."
--Parent from Western WA

"Esperamos que ayuden a que los ninos tengan mejores oportunidades y que ofrescan mas informacion para ayudar a los padres."
"We hope that the children have better opportunities and that more information is offered to help parents."
--Latino parent of a high school student of a from Western WA

Necesitamos mas informacion sobre acceso a becas para la Universidad—tenemos hijos que tienen Buenos grados pero no hay informacion."
"We need more information about scholarships for the university. We have children with good grades but no information."
--Parent from Eastern WA

for Latino youth, where the parents are supported, welcomed and held accountable in helping their child make informed decisions about their future.

Teacher Results—School District Data Collection

The teacher data collection occurred concurrently with student data collection in the middle and high schools. The research team attempted to survey all of the teachers in the schools visited. The teacher characteristics for the school districts reveal that the rural districts, particularly Luz (44 percent), Talento (34 percent), Saber (32 percent) have a high percentage of teachers with 0-4 years of experience. The large urban ring district, Hacer also had 31 percent of their teachers with 0-4 years in the teaching profession. Teachers in the state of Washington however, have an average number of 12.6 years of teaching experience.[71] The issue of experience however, calls into question the very issue of teacher quality, a concern that has been raised with the state legislature in the past, specifically with the METT paper (2002) and a white paper written by select superintendents from the Yakima Valley (2007).[72] These superintendents in particular, expressed the central role that teachers play in the raising student achievement[73] and how teachers need ongoing support to better serve students from bilingual, low income, and different cultural backgrounds.[74] A great deal of research exists nationally which has also found that high poverty, high minority districts have access to the most inexperienced teachers compared to low minority, low poverty enrollment schools.[75]

TABLE 42: TEACHER CHARACTERISTICS IN SELECT WASHINGTON DISTRICTS* (2006-2007)

	Rural Small Brillante		Urban Large Esperanza		Urban Ring Excelencia		Rural Small Ganas		Urban Ring Hacer		Rural Large Saber		Rural Small Talento		Rural Small Luz	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher Headcount	45		1,193		945		173		971		332		176		106	
Experience in 2006 (yrs.)																
0-4	10	22	279	23	199	21	50	29	302	31	106	32	59	34	47	44
5-14	13	29	488	41	363	38	62	36	356	37	110	33	63	36	36	34
15 -24	16	36	293	25	223	24	33	19	193	20	62	19	31	18	17	16
25+ years	6	13	133	11	160	17	28	16	120	12	54	16	23	13	6	6
Ethnicity																
White	41	91	1132	95	882	93	143	83	881	91	263	79	135	77	96	91
Black	0	0	12	1	10	1	0	0	14	1	0	0	0	0	1	1
Latina/o	3	7	14	1	18	2	29	17	25	3	66	20	34	19	8	8
Asian	1	2	30	3	28	3	1	1	48	5	3	1	2	1	1	1
Native American	0	0	5	0	7	1	0	0	3	0	0	0	5	3	0	0

Teacher data based on duty roots 31, 32 or 33 with FTE greater than zero in finalized S-275 for 2006-07.

A total of 253 teachers participated in the survey, the majority of which were female (55.4 percent) and White (83.4 percent). Only 8.3 percent (n= 21) of the teachers in the sample were Mexican American or Latino. There was also limited teacher diversity with respect to Asian American (n=5), American Indian (n=6), or African American (n=1) teachers in the sample. All of the teacher responses are aggregated and descriptive statistics are presented according to the themes covered in the survey protocol. In addition, field notes are used in some cases to elaborate on teacher responses and are based on the interviews and interaction with the math teachers who participated in the study.

Language

Very few teachers in the schools we visited were bilingual in Spanish. Of the teachers who responded that they were fluent in another language, only 13.8 percent of teachers in the school districts participating in this study spoke another language, and only 8.7 percent of the teaching population of the district sample spoke Spanish. Teachers were presented with nine options of possible languages on the survey. The other languages spoken by bilingual or multilingual teachers included French, Japanese, or "Other."

Context for Teaching

Teachers in the schools visited believed they had the resources and materials necessary to provide relevant and appropriate instruction "most of the time" (55.4 percent) (Table 43). In addition, when asked if they had the opportunity to integrate culturally relevant materials into classroom instruction, teachers were likely to respond "frequently," or "sometimes" as seen in Table 44.

TABLE 43: TEACHER POSSESSES THE RESOURCES AND MATERIALS NECESSARY FOR RELEVANT AND APPROPRIATE INSTRUCTION

	N	Percent
Always	36	14.3
Most of the Time	139	55.4
Sometimes	62	24.7
Rarely	14	5.6
Total	251	100.0

TABLE 44: TEACHER HAS OPPORTUNITY TO INTEGRATE CULTURALLY RELEVANT MATERIALS INTO CLASSROOM INSTRUCTION

	N	Percent
Always	34	13.7
Frequently	91	36.7
Sometimes	96	38.7
Rarely	23	9.3
Never	4	1.6
Total	248	100.0

State standards, and meeting accountability requirements in general, such as AYP, emerged as an important pedagogical objective for teachers. Over 95 percent of teachers believed that their classroom instruction was guided by state standards, and either strongly agreed (43.5 percent) or agreed (52 percent) that standards played a significant role in their approaches to teaching. In addition, 90.1 percent of teachers either strongly agreed or agreed that meeting AYP for the subgroups was a priority within their school. Teachers also believed that meeting WASL standards was as a very high priority (58.7 percent), or a high priority (40.5 percent). These data illustrate the priority of the school and district in providing leadership to address the state and national accountability frameworks.

TABLE 45: CLASSROOM INSTRUCTION IN GUIDED BY STATE STANDARDS

	N	Percent
Strongly Agree	108	43.5
Agree	129	52.0
Disagree	10	4.0
Strongly disagree	1	.4
Total	248	100.0

TABLE 46: MEETING AYP FOR SUBGROUPS IS A PRIORITY FOR OUR SCHOOL

	N	Percent
Strongly agree	92	38.0
Agree	126	52.1
Disagree	23	9.5
Strongly Disagree	1	.4
Total	242	100.0

TABLE 47: MEETING WASL STANDARDS IS A PRIORITY AT OUR SCHOOL

	N	Percent
Very High Priority	148	58.7
Priority	102	40.5
Low Priority	2	.8
Total	252	100.0

While the WASL emerged as a priority within the school, teachers responded that were less likely to utilize the WASL exam results and data to inform their teaching approaches, with 41.2 percent responding "sometimes." However, another 40.8 percent of the teachers responded either "most of the time" or "always."

TABLE 48: TEACHER USES THE WASL DATA TO INFORM APPROACHES TO TEACHING

	N	Percent
Always	37	15.1
Most of the time	63	25.7
Sometimes	101	41.2
Rarely	31	12.7
Never	13	5.3
Total	245	100.0

From the field notes, the WASL was frequently discussed by math teachers as a focus of their attention. One of the math teachers expressed a common sentiment present for the majority if not all of the math teachers at her school—that "teachers basically have to teach to the test so that the students can pass it." This teacher also talked about the benefits and the problems with the WASL.

For this teacher in particular, she believed that "the benefit is that now teachers are more aligned with the standards and everyone is on the same page." At the same time, the teacher expressed her concerns with the WASL: "The down side is when the kids don't pass [the WASL], and they are unsuccessful, they feel this sense of pressure and urgency…some of them get too discouraged and I can say I've seen kids drop out. They say 'forget it.'"

While WASL was clearly an emphasis for all Math teachers, largely because their students were doing poorly on the exam, a common concern expressed by the teachers was the impact the exam was having on their Latino students.

One common practice that the team witnessed in the schools was the use of "advisories" or an "advisory period" where students from multiple grade levels practiced WASL questions and examined the content of the WASL exam. While this approach helps students gain familiarity with the exam, and is commonly used by large-scale test prep firms, the practice raises the question about the added value of working on practice questions outside of the content of what is being taught in the classroom. That is, there did not appear to be a logical context for the questions presented to students other than that they were likely features or sample questions from the WASL exams. While a review of the content of classroom practices was not the emphasis of this study nor do the researchers claim that these practices were seen in every school, the emphasis on the WASL was witnessed through a tangible infrastructure within many of the school sites. This information is therefore presented as anecdotal, and is based on the detailed field notes from the research team.

"The down side is when the kids don't pass [the WASL], and they are unsuccessful, they feel this sense of pressure and urgency…some of them get too discouraged and I can say I've seen kids drop out. They say 'forget it.'"

--A teacher from an urban school district in Western Washington

Due to the heavy emphasis on raising WASL achievement in schools, teachers were often involved in either before or after school learning activities with their students (65.9 percent), illustrating their commitment to their students and in raising achievement. And when teachers were asked about the multiple approaches they used to support struggling students in their classes, the most popular response was "uses individualized instruction" (72.7 percent), followed by "provides individual assistance outside of class" (71.9 percent), and "reviews the key concepts for the entire class to address the needs of struggling students" (70.4 percent). Again for bilingual students or ELL students, it is not likely that they were receiving the same level of academic support due to the language barrier between Spanish speaking students and their teachers. For the English-speaking Latino students, it appears that avenues did exist for support and assistance with their school work before, during and after the school day.

TABLE 49: TEACHER IS INVOLVED IN BEFORE AND AFTER SCHOOL LEARNING ACTIVITIES OR PROGRAMS WITH STUDENTS

	N	Percent
Yes	164	65.9
No	85	34.1
Total	249	100.0

Instruction of English Learners

The survey protocol attempted to explore teacher views and practices with respect to the education of ELL students in their classrooms. When asked "who teaches your ELL student in their explicit ELD Instruction?" the majority of teachers (70.8 percent) of teachers explained that it was "another teacher with an ELL endorsement."

TABLE 50: PERSON WHO TEACHES YOUR ELL STUDENTS THEIR EXPLICIT ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

	N	Percent
Myself	17	6.7
A Resource Teacher	19	7.5
Another teacher with an ELL endorsement	179	70.8
An instructional aide	1	.4
Other	5	2.0
Total	235	92.9

For schools that used an "inclusion model," the model was articulated differently for the team across school sites, based on the set of over 24 field notes written by the RAs and Principal Investigator. The field notes documented how math teachers, when they were asked who instructed their ELL students, some of the teachers explained that there was an ELL resource teacher that was used for one period. But it was also common for math teachers to explain that "their bilingual students in the class assisted their fellow peers with translating the lesson." One teacher explained to the Principal Investigator, "I pair my ELL students with other bilingual students." Other teachers explained that they "relied heavily on their paraprofessional to be able to translate and deliver the lesson, based on what they were teaching, to the ELL students."

A very small percentage of the teachers in the sample felt highly prepared (10.7 percent) to support their ELL students in the subject content of their classroom. Many teachers responded that they considered themselves to be "moderately prepared" for this task, and an additional 14.1 percent felt "inadequately prepared." Even fewer teachers felt that they "always" had the support they needed to provide relevant instruction for ELL students (4.8 percent). Many teachers felt they had support "most of the time" (35.1 percent) or "sometimes" (39.1 percent).

These findings suggests that greater professional development for teachers of ELL students, regardless of the model used in the school, is needed to raise the ability of teachers to support their ELL students in the subject content they are delivering in their classrooms.

TABLE 51: TEACHER'S FEELINGS ABOUT THEIR OWN PREPARATION TO SUPPORT THEIR EL STUDENTS IN SUBJECT CONTENT

	N	Percent
Highly Prepared	25	10.7
Adequately Prepared	67	28.6
Moderately Prepared	109	46.6
Inadequately Prepared	33	14.1
Total	234	100.0

TABLE 52: TEACHER HAS SUPPORT NEEDED TO PROVIDE APPROPRIATE AND RELEVANT INSTRUCTION TO ELLS

	N	Percent
Always	11	4.8
Most of the Time	81	35.1
Sometimes	91	39.4
Rarely	44	19.0
Never	4	1.7
Total	231	100.0

Teachers in the school sites were most likely to meet with other teachers and specialists to discuss the academic needs of their ELL students and identify appropriate instructional strategies for EL students "a few times a year" (35.6 percent), with 11.6 percent having meetings to discuss ELL student needs once a year. Another 21.5 percent of teachers responded that they "never" met with other teachers or specialists to discuss the needs of their EL students in their classroom. These data are disconcerting, because ELL students are the lowest performers in the state on the WASL. With very little attention or active efforts to improve the approaches for meeting the academic needs of ELL students, this population is likely to continue along a path of low performance both in school and on standardized measures of assessment.[76]

TABLE 53: TEACHER'S FREQUENCY OF MEETING WITH OTHER TEACHERS OR SPECIALISTS TO DISCUSS THE ACADEMIC NEEDS OF ELL STUDENTS IN THEIR CLASSROOM

	N	Percent
Once or more a week	28	12.0
Once or twice a month	45	19.3
A few times a year	83	35.6
Once a year	27	11.6
Never	50	21.5
Total	233	100.0

Interaction with Other Teachers and Colleagues

Interacting with colleagues in a school setting often leads to the sharing of pedagogical approaches, collaboration, and a way for teachers to get feedback on their own practices in a supportive and engaged setting. Over half of the teachers (53.3 percent) responded that they collaborated with other teachers and school counselors to explore college or post high school options for students. Another 32.9 percent responded that they engaged in this collaboration "a few times a year" with other staff.

Teachers were also asked if they and their colleagues in their school discussed the assumptions about race and student achievement, and over half (50.4 percent) of the teachers responded "yes." However, when the survey asked teachers to offer specificity on how often this dialogue occurs, the majority of the respondents marked a "few times a year," (37.7) percent. The survey protocol is also limited in that the question did not ask specifically about the nature of interaction. For example, it is difficult to know whether discussions about race were occurring between two like-minded individuals, in a professional development setting, or at a teacher staff meeting among all teachers. The survey results are therefore limited in the ability to determine the quality of such discourse in

the schools.

TABLE 54: FREQUENCY OF TEACHERS DISCUSSING ASSUMPTIONS ABOUT RACE AND STUDENT ACHIEVEMENT

	N	Percent
Once or more a week	23	15.2
Once or twice a month	34	22.5
A few times a year	57	37.7
Once a year	8	5.3
Never	29	19.2
Total	151	100.0

When teachers were given several choices of professional development options they considered priorities for their own professional development, most teachers wanted professional development opportunities in "instructional strategies for multiple learning styles" (47.8 percent) to assist them in raising student achievement.

College Aspirations for Latino Students

In many of the schools visited, regardless of the geographical context, discussions around college were most often happening between the teachers and their students rather than with other school staff. Some of the teachers showed research team members learning plans, a well documented best practice in the state of Washington among middle and high school students. In these learning plans, many teachers said that they "used the individual student learning plan to not only talk about the student's achievement in their classes, but to also use it as a guide for the student to begin to think more long term about their life goals, and college of course." Ninety-eight percent of teachers responded that they talked to their students about goals and their aspirations for the future. When asked how often these conversations occurred, the majority of teachers responded "once or more a week" (45.8 percent) or once or twice a month (34.5 percent).

TABLE 55: FREQUENCY OF TEACHER TALKING TO STUDENTS ABOUT GOALS AND ASPIRATIONS FOR FUTURE

	N	Percent
Once or more a week	109	45.8
Once or twice a month	82	34.5
A few times a year	44	18.5
Once a year	2	.8
Never	1	.4
Total	238	100.0

Teachers were also asked how often they talked to the school counselor about the curricular paths of their students, with many teachers responding "a few times a year" (42.2 percent). From the survey it is difficult to assess whether teachers felt fully informed about the curricular path of their students. Some teachers expressed the heavy workload on their school counselors, making it much more difficult to get a sense of curricular planning for every student, even those that were struggling.

TABLE 56: FREQUENCY OF TEACHER TALKING TO COUNSELOR ABOUT THE CURRICULAR PATH OF STUDENTS

	N	Percent
Once or more a week	25	10.2
Once or twice a month	56	23.0
A few times a year	103	42.2
Once a year	22	9.0
Never	38	15.6
Total	244	100.0

While the student survey results conveyed very high student aspirations among the Latino student participants, teachers responded that less than half of their students have expressed a desire to go to college to them (80 percent).

TABLE 57: PERCENT OF LATINO STUDENTS THAT HAVE EXPRESSED A DESIRE TO ATTEND COLLEGE TO TEACHER

	N	Percent
Less than 25%	78	33.2
25%	37	15.7
Half-50%	73	31.1
75%	39	16.6
Over 90%	8	3.4
Total	235	100.0

Sixty-four percent of the teachers surveyed believed that 25 percent or less of their Latino students would attend a four-year college in the future. The majority teachers surveyed believed that "less than 25%" their Latino students would attend a four-year college (37.7 percent), while another 27.5 percent believed that about 25% would attend a four-year college. With these low expectations of their 8th graders or 10th grade Latino students, it is difficult to know how these beliefs translate into investment, time, and attention in the classroom. Researchers have found that non-minority teachers often possess lower expectations for their students of color, which influences their efforts to assist struggling minority students or provide them with the necessary academic support to raise achievement.[77] The Yakima Valley Superintendents said it best in their 2007 white paper to the legislature—"Teachers Matter."[78] They explained how "teachers have the greatest influence on student learning outside of the home."[79]

TABLE 58: PERCENT OF LATINO STUDENTS THAT TEACHER BELIEVES WILL ATTEND A FOUR-YEAR COLLEGE

	N	Percent
Less than 25%	89	37.7
25%	65	27.5
Half-50%	70	29.7
75%	11	4.7
Over 90%	1	.4
Total	236	100.0

Slightly more teachers believed that their Latino students are prepared to attend a four-year college (35.1 percent) than those that will attend, which suggests that they believe their Latino students have the potential to go to college, but are not likely to enroll in college. When asked during the teacher interviews about their perceptions of their students and the likelihood of their Latino students going to college, many teachers described how their Latino students wanted or needed to work right after high school or "Latino students had no motivation." One middle school teacher from Brillante, a small rural district, explained, "These [Latino] kids aren't seeing past working. They see that their parents pick cherries in the field and they think that this lifestyle is OK. A lot of them know they have a job in the orchard. So they do not strive to want more because they do not know beyond what they see."

> *"These [Latino] kids aren't seeing past working. They see that their parents pick cherries in the field and they think that this lifestyle is OK. A lot of them know they have a job in the orchard. So they do not strive to want more because they do not know beyond what they see."*
> *--A Middle School Teacher from a small rural school district*

TABLE 59: PERCENT OF LATINO STUDENTS THAT TEACHER BELIEVES ARE PREPARED TO ATTEND A FOUR-YEAR COLLEGE

	N	Percent
Less than 25%	70	30.3
25%	58	25.1
Half-50%	81	35.1
75%	19	8.2
Over 90%	3	1.3
Total	231	100.0

Interaction with Parents

Interaction with parents in the education of Latino and all children is well documented as a best practice in raising student achievement.[80] Parents play a critical role in motivating their children to aim high educationally, as seen in the very high Latino aspirations revealed in the parent survey results. Most teachers spoke to parents once every six months (26.8 percent), once a month (22.3 percent). The survey protocol further asked the nature of this interaction, where teachers responded that the most frequent type of interaction was the parent teacher conference (53.3 percent) or a parent night (17.8 percent). Both of these school events by design, happen less frequently in the school year and represent activities required of all schools and teachers.

TABLE 60: FREQUENCY OF INTERACTION WITH LATINO PARENTS

	N	Percent
Once a week	20	8.9
Once a month	50	22.3
Once every two months	43	19.2
Once every 4-6 months	60	26.8
Once an academic year	28	12.5
Other	23	10.3
Total	224	100.0

TABLE 61: NATURE OF TEACHER INTERACTION WITH PARENTS

	N	Percent
Student Parent conference	72	53.3
Discipline Issue with their child	11	8.1
Parent night	24	17.8
After school program	5	3.7
Community organization	1	.7
Other	22	16.3
Total	135	100.0

Most teachers responded that they called the parents at home (65 percent) as the primary mode of communication. However, with only 8.7 percent of the teacher sample that were bilingual in Spanish, while 75.9 percent of the student sample spoke Spanish as the primary language at home, teachers are likely to be limited in effectively communicate with parents. The survey question asks, "how do you typically contact Latino parents?" Yet, this data is limited in knowing whether the teacher used an ESL teacher or their paraprofessional aide to assist in these personal phone calls to parents. Teachers often explained that they asked the ESL teacher at the school to assist in these efforts for bilingual parents.

TABLE 62: HOW TEACHER CONTACTS LATINO PARENTS

	N	Percent
Send a note home	16	9.0
Mail a letter to parents	11	6.2
Send an email	12	6.8
Phone Call	115	65.0
Home visit	1	.6
Other	22	12.4
Total	177	100.0

Teachers also believed that the school made efforts to schedule parent interaction such as parent nights, parent teacher conferences at times that were convenient for Latino parents to attend either "most of the time" (38.1 percent) or "always" (33.8 percent). It is difficult to know however, without such data from the school, or parent data that was linked to student responses, whether the same perceptions were held by the Latino parents of these schools.

TABLE 63: SCHOOL MAKES AN EFFORT TO SCHEDULE PARENT NIGHTS, CONFERENCES, AT TIMES CONVENIENT FOR LATINO PARENTS

	N	Percent
Always	78	33.8
Most of the time	88	38.1
Sometimes	47	20.3
Rarely	15	6.5
Never	3	1.3
Total	231	100.0

Teachers responded that the school "always" (51.5 percent) made translation services available to bilingual Spanish Speaking parents. Anecdotally however, there were multiple approaches to offering Latino parents translation. The first and most common approach from teachers who did not speak Spanish, was asking a bilingual teacher or aide to contact parents on behalf of the teacher. Other teachers also relied on their students to translate information to their parents. Finally, staff members, who were not part of instructional staff were frequently used to provide translation for Latino parents. One teacher commented that while the administration is supportive of a diverse learning environment the school "lacked resources" for personal translation with parents. While the school has a translation line, this teacher found the process to be "inefficient and impersonal"; "there is no opportunity for the parent to interact with the translation line." In response, this teacher has pursued other avenues for communicating with her bilingual parents and has "asked in the past the campus custodian to help [her] make calls home."

TABLE 64: SCHOOL OFFERS A TRANSLATOR FOR PARENTS OR MAKES A BILINGUAL AID AVAILABLE

	N	Percent
Always	123	51.5
Most of the time	82	34.3
Sometimes	26	10.9
Rarely	6	2.5
Never	2	.8
Total	239	100.0

Additional Suggestions by Teachers to Raise Latino Achievement

The overall impressions of the teachers in the 14 schools visited by the research team in raising Latino achievement levels was the need to communicate with Latino parents about the importance of school. Many teachers expressed how not "understanding the Mexican/Latino culture well enough" and not speaking the language of the families, made regular and personal interaction limited. A common frustration among teachers for example, was the fact that during the holidays (after the crops are picked in the rural districts) in all settings (urban, rural, urban ring), Latino parents would take their children to Mexico for an extended period of time, up to three months. Teachers believed that this "made it very difficult for students to either catch up or remain at grade level." One ELL teacher recommended a "that program that would educate parents about the US education system, especially for immigrant parents" as an approach to reaching out to Latino parents.

Other teachers expressed the need for greater attention to the needs of ELL students. They explained that it was so difficult to know if the student was making progress and in what areas they needed further assistance largely due to the language barrier. Some teachers expressed "feeling bad" they didn't speak Spanish in a school that is over 90 percent Latino; a school that had only one Latina teacher (recently hired this year) between the middle and high school. A teacher from a rural high school expressed the need for greater role models to the research team. "Our students never get to see any role-models. This is the first time many of them get to see somebody like you. I wish people didn't forget about these students (ELL students), they have so much to offer, but it's difficult for them."

Another teacher explained: "some students don't have any hope they will graduate." The teacher further discussed how "Illegal students" (how she referred to the undocumented students) have shared with her that "there is no point in graduating and obtaining a diploma that won't count in the working world." The issue of unauthorized students came up in teacher interviews as a factor influencing student aspirations. There also was a great deal of misconceptions about the 1079 law itself—that these students, under 1079 could in fact go to college and had some scholarship options available to them. One of the findings that emerged from the student, parent and teacher data was the need for greater information for undocumented students, explaining their options for postsecondary education. Since teachers are the adults that students are most likely to get their college information from, as seen in the results from the student survey, teachers also need information about the options available for undocumented students.

> *"Our students never get to see any role-models. This is the first time many of them get to see somebody like you. I wish people didn't forget about these students (ELL students), they have so much to offer, but it's difficult for them."*
> --Teacher from a rural high school

Finally, another recommendation described by teachers was the need for more professional development on cultural competency and "understanding poverty" training. As one teacher commented, "I know many of these students have problems, I just don't understand those problems." Many teachers equated low-income levels with problems at home or problems that impede learning, conflating the issue of socioeconomic status with a child's ability to achieve.[81] These comments were more frequently mentioned in schools that had either no Latino teachers or few bilingual Spanish-speaking staff to assist teachers in understanding cultural norms and approaches for communicating with Latino parents.

Latino Teacher Survey Results

In an effort to better understand the perceptions of Latina/o teachers in the state, the research design included a survey that was administered through the mail in October 2008. A total of 167 teachers responded to the mail request, or 11 percent of the total mailing. The researchers attribute the low response rates in part, due to the two week deadline imposed upon teachers, and the fact that there were no incentives provided to teachers to respond to the survey due to budgetary constraints. The Principal Investigator was presented with the opportunity to survey Latino teachers using labels provided by the Washington Education Association, and modified the study design to incorporate a survey among Latina/o teachers.

The Latino teachers solicited were also teachers from all grade levels, inconsistent with the focus of the study design on middle and high schools. For this reason, the study approach does not offer a direct comparison between the Latino teacher results and teacher survey results from the school site visits. However, these survey data provide an important context for understanding the overall concerns of Latina/o teachers in the state, and their thoughts on raising Latino student achievement. As discussed in section two of this report, Latino teachers represented only 2.7 percent of the total teaching population in the state in 2007. The majority of teachers who responded to the survey were female, 81.1 percent. Most Latino teachers possessed multiple certifications, with 44.5 percent having earned a Master's degree with certification, and 16.5 percent who had a professional certification. In addition, the primary language of most of the Latina teachers was English (82.9

percent), with another 15.9 percent who spoke Spanish as their first language. The Latina/o teachers were also largely bilingual. While English was the primary language of the Latino teachers, 72 percent of teachers spoke another language, and over 60 percent of the teachers who spoke another language were fluent in Spanish (60.3 percent).

Context for Teaching

Having the resources and materials for teaching is critical for all teachers as they work to effectively deliver curriculum content. One teacher for example, explained how she would like "more resources for bilingual books" to complement the textbook and "better engage her students." Overall, the Latino teachers in the sample believed that they possessed the resources and materials necessary for providing appropriate and relevant instruction most of the time (56.4 percent), with an additional 15.3 percent of teachers responding "always." In addition, many teachers responded that they were able to integrate culturally relevant material into classroom frequently (28.8 percent) or always (27 percent). However, an additional 44.2 percent believed they had the opportunity to integrate culturally relevant materials into their instruction only "sometimes," "rarely," or "never." This data suggests that use culturally relevant approaches to teaching on a regular basis may not be a strong priority within schools that have high concentrations of Latino students.

TABLE 65: TEACHER POSSESSES THE RESOURCES AND MATERIALS NECESSARY TO PROVIDE APPROPRIATE AND RELEVANT INSTRUCTION

	N	Percent
Always	25	15.3
Most of the Time	92	56.4
Sometimes	41	25.2
Rarely	2	1.2
Never	3	1.8
Total	163	100.0

TABLE 66: TEACHER HAS OPPORTUNITY TO INTEGRATE CULTURALLY RELEVANT MATERIALS INTO CLASSROOM INSTRUCTION

	N	Percent
Always	44	27.0
Frequently	47	28.8
Sometimes	51	31.3
Rarely	17	10.4
Never	4	2.5
Total	163	100.0

The federal accountability framework and state standards appear to strongly influence both classroom instruction and the priorities within the schools, according to responses by Latina teachers. State standards appear to guide instruction among Latino teachers with 58.6 percent of teachers that responded "strongly agree" and 37.7 percent of teachers who "agreed" that standards informed their teaching. In addition, teachers believed that meeting AYP for the subgroups (ELL and racial/ethnic groups) was a priority at their schools (75.9 percent).

TABLE 67: CLASSROOM INSTRUCTION IS GUIDED BY STATE STANDARDS

	N	Percent
Strongly agree	95	58.6
Agree	61	37.7
Disagree	6	3.7
Total	162	100.0

TABLE 68: MEETING AYP FOR SUBGROUPS (ELL, RACE) IS A PRIORITY FOR OUR SCHOOL

	N	Percent
Strongly agree	58	35.8
Agree	65	40.1
Disagree	29	17.9
Strongly Disagree	10	6.2
Total	162	100.0

An even greater priority for Latino teachers was the issue of addressing WASL achievement. Latino teachers responded that meeting WASL standards was either a very high priority (63.6 percent) or a priority (35.2 percent) at their schools.

TABLE 69: MEETING WASL STANDARDS IS A PRIORITY AT OUR SCHOOL

	N	Percent
Very High Priority	103	63.6
Priority	57	35.2
Not a priority	2	1.2
Total	162	100.0

In addition to Latino teachers perceiving the WASL as a very high priority for their schools, classroom instruction was also influenced by the WASL "always" or "most of the time" for over half of the survey respondents (55.9 percent). These data illustrate the strong influence that testing and the accountability framework have on teachers and their approaches to teaching.

TABLE 70: TEACHER USES WASL DATA TO INFORM APPROACHES TO TEACHING

	N	Percent
Always	34	21.1
Most of the time	56	34.8
Sometimes	54	33.5
Rarely	12	7.5
Never	5	3.1
Total	161	100.0

Utilizing the school day more effectively to advance the learning of underrepresented children who are not scoring well on state exams or assessment has been a common approach to reducing the achievement gap. Such efforts, when they involve teachers, have been found to lead to greater student progress in raising achievement levels.[82]

Latino teachers were likely to be involved in before and after school learning activities with students (57.9 percent), illustrating an overall commitment to assisting students receive the academic support they need.

TABLE 71: TEACHER IS INVOLVED IN BEFORE AND AFTER SCHOOL LEARNING ACTIVITIES OR PROGRAMS WITH STUDENTS

	N	Percent
Yes	92	57.9
No	67	42.1
Total	159	100.0

Instruction of English Language Learners

Many of the written comments received on the surveys or additional notes pertained to the education of ELL students in Washington State. There were concerns raised regarding the resources that have not been placed on assisting ELL students to learn English and transition into mainstream classes. The Latino teachers who participated in the survey responded that either they provided ELD instruction (34.1 percent) or another teacher in the school with an ELL endorsement (31.7 percent) provided ELD instruction to the ELL students in their classes.

TABLE 72: PERSON WHO TEACHES YOUR ELL STUDENTS THEIR EXPLICIT ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

	N	Percent
Myself	56	34.1
A resource teacher	7	4.3
Another teacher with an ELL certificate or endorsement	52	31.7
An instructional aide	13	7.9
Other	12	7.3
Total	164	100.0

Over a third of the Latino teachers responded that they believed they were highly prepared (36.8 percent) to support their ELL students. Another 32.3 percent of teachers considered themselves "adequately prepared" to support the ELL students in their classrooms. A much smaller percentage, responded "inadequately prepared" to support ELL students in their classrooms (9.7 percent). The Latino teachers are a likely asset for other teachers with high percentages of ELL students in their classrooms and schools, particularly as districts increasingly attempt to respond to their growing Latino and ELL student populations.

TABLE 73: HOW PEDAGOGICALLY PREPARED DO YOU FEEL TO SUPPORT EL STUDENTS

	N	Percent
Highly prepared	57	36.8
Adequately Prepared	50	32.3
Moderately prepared	33	21.3
Inadequately Prepared	15	9.7
Total	155	100.0

When asked whether the teacher believes that they have support to provide appropriate and relevant instruction to ELL students, 32.0 percent of Latino teachers responded "sometimes," while another 29.4 percent responded "most of the time," and only 15.7 percent responded "always." This is not a resounding affirmation of support for the instruction of ELL students, and suggests that greater support is needed for teachers to enhance their ability to provide appropriate and relevant instruction to ELL students.

TABLE 74: TEACHER HAS SUPPORT NEEDED TO PROVIDE APPROPRIATE AND RELEVANT INSTRUCTION TO ELLS

	N	Percent
Always	24	15.7
Most of the Time	45	29.4
Sometimes	49	32.0
Rarely	22	14.4
Never	13	8.5
Total	153	100.0

When asked about the frequency of meeting with teachers and specialists to discuss the academic needs of your ELL students and to identify appropriate instructional strategies for EL students, teachers responded either once or more a week 21.4 percent), or once or twice a month (21.4 percent). An additional 26.9 percent of Latino teachers only met a few times a year, and 23.4 percent responded "never." In some cases, the teachers wrote in that they were the ELL specialist at their school or the ELL teacher. From the field notes, schools did not appear to have a strong infrastructure for collaboration among ELL teachers and specialists.

TABLE 75: TEACHER'S FREQUENCY OF MEETING WITH OTHER TEACHERS OR SPECIALISTS TO DISCUSS THE ACADEMIC NEEDS OF ELL STUDENTS IN THEIR CLASSROOM

	N	Percent
Once or more a week	31	21.4
Once or twice a month	31	21.4
A few times a year	39	26.9
Once a year	10	6.9
Never	34	23.4
Total	145	100.0

The survey comments from the Latino teacher survey addressed the need for greater attention to

ELL students and the need for more ELL teachers in the schools. A Mexican American/Chicana teacher from Western Washington with 23 years of experience as a teacher offered her thoughts on how to raise Latino student achievement in the comment section of the survey:

> *Hiring more ELL teachers to serve ELL students in an ELL setting for Reading, Writing, Math, Integration and inclusion opportunities by combining students for Art, PE, Music, and library. When students are all mixed together all day without appropriate support materials everyone loses and instruction becomes one size fits all.*

This study did not fully examine the resources allocated or the instructional approaches used in teaching ELL students. However, anecdotally, when teachers were asked about their instructional support for ELL students or the definition of the "inclusion model," very few teachers could define and expand upon the pedagogical approaches used for their ELL students. An important and natural next step to this research project is to examine whether a critical mass of qualified ELL specialists exists within districts that have a high concentration of Latino students.

Interaction with Teachers and Other Colleagues

In addition to addressing the linguistic needs of Latino students who were classified as ELL, the issue of race was also explored on the survey, asking teachers how often they discussed the assumptions about race within the context of their school. Over 52 percent of Latino teachers said that they discussed assumptions about race. When asked how often, teachers were more likely to have such discussions "a few times a year" (37.1 percent), "once or twice a month" (21.9 percent), or "never" (20 percent).

TABLE 76: FREQUENCY OF TEACHERS DISCUSSING ASSUMPTIONS ABOUT RACE AND STUDENT ACHIEVEMENT

	N	Percent
Once or more a week	18	17.1
Once or twice a month	23	21.9
A few times a year	39	37.1
Once a year	4	3.8
Never	21	20.0
Total	105	100.0

When the survey asked Latino teachers to select their own priorities for personal professional development, more than half of the teachers selected "instructional strategies for multiple learning styles" as their top choice (50.6 percent). While this survey is not comparable to the sample size nor the ethnic makeup of the teacher sample from the school data collection, it is important to note that the Latina/o teachers made the same selection as the teachers from the school district data collection. The second most popular choice among Latina/o teachers was a "Mathematics curriculum program" as a priority for their own professional development, which did not appear to be a top concern of the teachers from the school data collection.

College Aspirations for Latino Students

Over 96 percent of Latino teachers answered "yes" to talking to students about their goals and aspirations for the future and available options. These discussions with students appeared to

happen once or more a week (51.3 percent). Few teachers however, spoke to the school counselor about the curricular path of their students (Table 78), with 29.4 percent responding "a few times a year" and 39.9 percent responding "never." It is important to note here, that depending on the level of the teacher (elementary, middle, high school) the school counselor plays different roles in the curricular path of students. In middle and high school for example, course planning for college becomes even more relevant.

TABLE 77: TEACHER TALKS TO STUDENTS ABOUT GOALS AND ASPIRATIONS FOR THE FUTURE

	N	Percent
Once or more a week	80	51.3
Once or twice a month	36	23.1
A few times a year	36	23.1
Once a year	3	1.9
Never	1	.6
Total	156	100.0

TABLE 78: FREQUENCY OF TEACHER TALKING TO COUNSELOR ABOUT THE CURRICULAR PATH OF STUDENTS

	N	Percent
Once or more a week	16	10.5
Once or twice a month	21	13.7
A few times a year	45	29.4
Once a year	10	6.5
Never	61	39.9
Total	153	100.0

About half of the students have expressed the desire to attend college to their Latino teachers. Teachers in general, as seen in the case of the student survey results as well as the school data collection results, are seen as the primary source of information about college for Latino students. However, there are still half of the Latino students that did not have these conversations with their Latina/o teacher, and depending on the levels of their teacher (elementary, middle, secondary), this lack of communication can also be a feature of grade level.

TABLE 79: PERCENT OF STUDENTS THAT HAVE EXPRESSED DESIRE TO ATTEND COLLEGE

	N	Percent
Less than 25%	43	30.9
25%	26	18.7
Half-50%	43	30.9
75%	18	12.9
Over 90%	9	6.5
Total	139	100.0

While approximately half of the Latino students have expressed a desire to attend college, the Latino teachers believed that less than 25 percent of their students will attend a four-year college after high school (47.3 percent). Another 23.3 percent believed that 25 percent of their students will attend college. These numbers do not present an optimistic outlook for the future of their students, and the likelihood of their students attending college.

TABLE 80: PERCENT OF LATINO STUDENTS THAT TEACHER BELIEVES WILL ATTEND A FOUR-YEAR COLLEGE

	N	Percent
Less than 25%	69	47.3
25%	34	23.3
Half-50%	32	21.9
75%	9	6.2
Over 90%	2	1.4
Total	146	100.0

When Latino teachers were asked what percentage of their Latino students they believed would be prepared to attend college, over half responded 25 percent or less. While we witnessed very high aspirations among the Latino students in our sample, both of the teacher samples, the school district sample and the Latino teacher sample did not hold such high aspirations. It could be in part, what they witness with respect to WASL achievement, or their own student's reported aspirations. Or perhaps teachers are making assumptions about students' abilities. The survey protocol is limited in further understanding the rationale behind these expectations and beliefs about Latino students, because the survey did not further ask teachers to explain their beliefs about of their Latino students' abilities, motivation levels, or the nature of interaction they had with students about college.

The Pathways to College Network (2004) describes this phenomenon as problematic, and explains how a lack of congruence between student and teacher aspirations is most likely to exist between Latino and underrepresented student populations.[83] Latino teachers also believed that their students were not prepared for college as seen in Table 81, with 60.8 percent of teachers responding that 25 percent or less are prepared attend college, while 39.2 percent believed that over half are college-ready.

Latino Teacher Results: Survey Comments

"We have no bilingual staff at our school now nor an ELL specialist. We often rely on our Spanish Speaking students to do translation."
--A Chicana/Mexican American high school teacher from an Urban Ring district

"Teachers of other races must try to understand the culture of Latinos."
--A middle school Latina teacher from Eastern Washington

"Making our school more parent friendly—FYI, I am the only Mexican teacher in the building of over 45+ teachers! More tolerance from our Anglo staff—disparaging remarks between staff is unacceptable—I do correct them!"
--A Mexican American middle school teacher from Northeastern Washington

"The attitudes of teachers and staff need to improve. I've heard people say 'We have too many damn Mexicans in our school.' Other non-Spanish speaking students are not similarly dismissed, they are welcomed and embraced."
--A Mexican American elementary school teacher from an urban ring district from Western Washington

TABLE 81: PERCENT OF LATINO STUDENTS THAT TEACHER BELIEVES ARE PREPARED TO ATTEND A FOUR-YEAR COLLEGE

	N	Percent
Less than 25%	50	38.5
25%	29	22.3
Half-50%	33	25.4
75%	12	9.2
Over 90%	6	4.6
Total	130	100

Interaction with Latino Parents

Latino teachers were likely to interact with Latino parents once a week (29.1 percent) or once a month (28.4 percent). In addition, select teachers wrote on their parent surveys that "schools need to be parent friendly." A handful of the Latino teachers responding to the survey also wrote notes to the lead researcher expressing their desire to see greater efforts from Latino parents as well as the school staff to engage and motivate parents to become actively involved in their child's education.

TABLE 82: FREQUENCY OF INTERACTION WITH LATINO PARENTS

	N	Percent
Once a week	43	29.1
Once a month	42	28.4
Once every two months	19	12.8
Once every 4-6 months	18	12.2
Once an academic year	10	6.8
Other	16	10.8
Total	148	100.0

In the parent survey results, a clear finding that emerged was the desire for more personal contact from teachers and school staff. While close to half of the teachers marked multiple responses for how they contacted Latino parents, the most frequent mode of communication that the Latina teachers used with their Latino parents was a phone call home (83.1 percent). Latino teachers appeared to understand very well the personal approach necessary in dealing with Latino parents. However, for those teachers that were not fluent in Spanish, the survey is a limited tool in providing the researchers with a clear understanding of how effective a phone call home is in conveying a message to parents.

TABLE 83: NATURE OF INTERACTION WITH PARENTS

	N	Percent
Send a note home	6	6.7
Mail letter to parents	1	1.1
Send an email	2	2.2
Phone Call	74	83.1
Other	6	6.7
Total	89	100

Latino teachers also believed that the schools made attempts to schedule parent nights, conferences and events at times convenient for Latino parents, with 40 percent of respondents selecting "always," and an additional 32.3 percent responding "most of the time."

TABLE 84: SCHOOL MAKES AN EFFORT TO SCHEDULE PARENT NIGHTS, PARENT CONFERENCE AT TIMES CONVENIENT FOR LATINO PARENTS

	N	Percent
Always	62	40.0
Most of the Time	50	32.3
Sometimes	24	15.5
Rarely	11	7.1
Never	8	5.2
Total	155	100.0

In addition to teachers believing that their schools scheduled parent nights or events at times convenient for Latino parents, they also responded that their school "always" (60 percent) offers a Spanish translator for parents or makes a bilingual aid available (Table 85).

One of the recurring recommendations on the part of Latino teachers who participated in the survey was the need to better engage Latino parents. One teacher recommended "providing resources for parents to learn English and become involved in their child's education beginning with grade school."

TABLE 85: SCHOOL OFFERS A SPANISH TRANSLATOR FOR PARENTS OR MAKES A BILINGUAL AID AVAILABLE

	N	Percent
Always	93	60.0
Most of the Time	30	19.4
Sometimes	12	7.7
Rarely	11	7.1
Never	9	5.8
Total	155	100.0

Additional Suggestions from Latina/o teachers on Raising Latino student Achievement

The written teacher comments from the survey addressed the issues of supporting parent involvement, greater attention to the specific needs of ELL students, greater teacher diversity in the classroom, and the need for administrative leadership in addressing the needs of Latino students. A Mexican American 6th grade teacher from Eastern Washington, when asked to offer her opinion on approaches to raise Latino student achievement wrote:

> *Dual language instruction-K-8th--curricular opportunities should be equal for all. When students score low they are put in resource classes and electives are compromised. Their education is narrowed, rather than broadened.*

Latino teachers also explained the need for teachers that understand their cultural background, summarized best by A Chicana/Mexican American elementary school teacher from Eastern Washington:

> *Latino students need teachers they can connect with. They come to school only to learn that all they have known all their lives is wrong or taboo. They begin to reject their cultural values and language only to be replaced by the English language and American values. And when they begin to see that they still are unable to please, they begin to reject it all and turn to gangs or are complacent with minimum wage jobs and they QUIT school unfortunately.*

Finally, Latino teachers would like to see more leadership from their administrators in addressing the needs of Latino students and addressing the specific needs of Latino student to raise achievement. A Mexican-American/Chicana high school teacher with 20 years experience in the field, wrote:

> *Administrators need to be educated on Latino student culture, parent perception of school functions, and learn about programs that work. Our administrator is uncomfortable with what he calls "international" people, both students and faculty.*

The recommendations from the Latino teachers suggest that the culture and environment within the schools that serve Latino students should be further examined. It is unclear whether a strong commitment or will exists among teachers, staff and leaders to address Latino student achievement in Washington. An important first step is in this process is not only to recognize the specific needs of Latino and ELL students, but to also understand capacity issues as well as allocate the necessary resources for teachers as they work to accelerate learning and achievement among Latino students.

Section IV: Policy Recommendations

The status of Latinos in the educational system in Washington is a reflection of the limited attention placed on addressing the low achievement and the linguistic needs of this growing student population. Meeting the academic needs of Latino students will require a multifaceted approach, one that includes all stakeholders. The following policy recommendations provide a basis for a strategic plan for investment in five key areas, including: 1) A comprehensive data system and evaluation framework; 2) Student support for raising achievement; 3) Teachers and instruction; 4) Promote parent engagement and involvement; and 5) Develop a seamless P-20 continuum. The recommendations provide state policy makers and education leaders with proven approaches for intervention and highlights areas for increasing the level of investment in Latino students to mitigate the achievement gap.

Strategic Priority One: Comprehensive Data System & Evaluation Framework

Policy Recommendation #1: Develop a statewide evaluation framework to be utilized by schools and districts to examine unequal opportunities to learn for Latinos and ELL students who are not achieving at grade level. The first action item under this evaluation framework is to conduct an audit school districts with 25 percent of their student composition are Latino, or more than 1,000 Latino students, to understand the capacity that exists for serving ELL and Latino students in the state.

A comprehensive data and evaluation system is not readily available that monitors annual student achievement and progress longitudinally. Researchers are unable to conduct cohort data analysis, monitor access to curriculum, or to closely monitor student progress using multiple measures. A comprehensive evaluation system would allow districts to utilize state assessment results in a formative manner, as well as creating a mechanism for assessing course taking patterns, credits earned in school, program access, and cohort data on linguistic development. For example, transcript data and course taking pattern data were not available for inclusion in this report. Data on the disciplinary rates of students by ethnicity were also not available from OSPI to include in this report. Thus, a full understanding of the opportunities to learn that exist for Latino students is limited. An examination of the status of Latino educational opportunities would be an ongoing feature of this evaluation framework. This comprehensive evaluation framework would also serve to illuminate the needs of English Language Learners, a sizable portion of Latino students in the state that remain largely underserved in all levels of education.

One of the key findings was a disconcerting lack of clarity around models used for ELL instruction and a lack of clarity around the use of paraprofessionals in the schools with high Latino concentrations**.** It was common for research team members to hear directly from teachers that "students were used as translators for parents" or "paired up with their fellow students to translate class material for ELL students." In addition, many of the schools the team visited claimed to deliver an "inclusion model" to ELL students but the definition of such a model varied significantly. In most instances, ELL students were not receiving supplemental bilingual academic support while enrolled in mainstream classes delivered in English. In addition, due to language barriers, students or paraprofessionals were often used as translators in these contexts, to assist their peers to deliver math content, rather than the teacher. An evaluation framework would provide districts with a blueprint on how to collect and report data that is essential to understanding the totality of education service delivery.

Seattle School district for example, hired the Council of Great City Schools to conduct an external audit in 2008 of their ELL services. The evaluation team of researchers provided 74 recommendations to Superintendent of the Seattle Public School District to address the needs of ELL students and highlight the problems with current practices used in educating ELL students.[84] This document can be used as a starting point for the state and other districts to review their ELL service delivery in this state.

States such as Texas and California, with high concentrations of Chicano/Latino students understand that statewide evaluation systems are essential to raising student progress on assessment exams as well as meeting curricular requirements. In Texas for example, through collaboration with the Texas Education Agency, Texas Higher Education Coordinating Board, and the State Board for Educator Certification established the Texas PK-16 Public Education Information Resource (TPEIR) to follow students longitudinally for the purpose of research for strategic policy intervention and analysis.[lxxxv] Washington needs a comprehensive data system that follows student progress longitudinally and is used to inform educational policy.

Strategic Priority Two: Student Support

Policy Recommendation #2: Increase access to curricular resources for Latino students to accelerate learning and support academic achievement.

Curricular resources and academic support are a fundamental component of raising achievement. In addition, access to a rigorous curriculum, one where teachers have high expectations of their students, is considered to be a best practice that challenges and engages students.

Nationally, curricular offerings at the high school level for ELL students appear to be limited at best, depending on the school resources, internal capacity, and knowledge base of bilingual teachers in content courses. ELL high school students are more likely to drop out of high school than their peers,[86] score lower than their peers on statewide assessment exams[87] and are far less likely than their peers to have access to rigorous or a college preparatory curriculum.[88] Across the states, there does not appear to be consistency in curriculum standards for English Learners at the high school level.[89] The majority of states also lack a high-achieving pathway for ELL students that come to high school with high math skills and literacy skills in their native language.[90] A comprehensive evaluation framework would allow district and state officials to closely monitor the state of equity for ELL students.

Our survey and field note data for teachers and students also indicated the need for greater resources related to instructional materials and curriculum such as bilingual books for ELL students and textbooks for all children. The students mentioned "sharing textbooks" in their math classes or the inability to take their textbooks home. This finding is consistent with national studies that have indicated that Latino students are less likely to have access to appropriate materials for classroom instruction and resulting in inequitable access to opportunities to learn.[91]

Policy Recommendation #3: Address the issue of low graduation rates among Latino students and underrepresented students. The state needs to closely and accurately monitor graduation rates for Latino and all students using a cohort model and work to reduce the Latino dropout rate significantly by 2014. The current dropout rates for Latino students and

underrepresented students are unacceptable.

Cohort Graduation rates among Latino students are approximately 56 percent in 2006, using Swanson's (2004) CPI method. The state of Washington is losing close to half of its Latino students before high school graduation. This pattern mirrors national trends, with half of the Latino students dropping out of high school, and underrepresented students accounting for the greatest proportion of dropouts.[92]

This report, using OSPI cohort data, documents that approximately 30 percent of Latinos, and over 34 percent of ELL students drop out of high school in Washington state. As part of the calculation of dropouts, the courses taken by students and credits earned at the time of dropout need to be reported and factored into the dropout discussion at the state level. States and districts need to continue ongoing efforts (Ireland, 2007) to better understand whether students are leaving because they are not likely to have enough credits to graduate, and as a consequence are not at grade level, cannot pass the WASL, or due to other school related factors.

Policy Recommendation 4: Remove the use of the WASL as an exit exam for high school graduation.

The exit exam feature of the WASL places the burden of achievement on the student rather than taking into account the opportunities to learn that exist for students. While assessment is vital and important, using assessment as a punitive measure for students does very little to improve achievement for Latino or underrepresented students across the 26 states that use such exit exams. In fact, there data from other states such as Arizona, California have revealed that Latino and underrepresented student populations are the most adversely affected by such exams.[93] In addition, in California over 60 percent of ELL students in 2006 did not past the California Exit Exam.[94] In Washington, as we have discussed in this report, ELL students are the lowest performing students on the WASL exam, and their passing rates in high school on all elements of the WASL remain extremely low.

The Yakima Valley Superintendents, in their white paper presented to the legislature in 2008, recommended that students who are unable to pass the WASL exit exam may graduate from high school by completing additional course work, similar to the requirements that exist for students that do not pass math standards for graduation.[95] This recommendation would be an appropriate alternative to removing the WASL as an exit exam.

Strategic Priority Three: Teachers & Instruction

Policy Recommendation #5: Increase teacher diversity by charging teacher training programs and colleges of education in the state to develop an infrastructure for a "grow your own" program of bilingual/bicultural teachers, and provide them with incentives to teach in regions where first generation families live.

There is shortage of bilingual, bicultural teachers in the state of Washington despite rapid demographic growth in the Latino Spanish Speaking population. Latino teachers represent a mere 2.7 percent of the total teaching population in Washington, while Latinos are now 14.7 percent of the student population. The survey findings conducted during this study conveyed a largely first-

generation Latino population. The student and parent survey results independently revealed that the majority of Latino families speak Spanish as the primary language in the home. This presents a unique challenge to our educational system that cannot be overstated. Bilingual, bicultural teachers are a necessary component for raising Latino achievement levels.

The parent survey results also conveyed that the majority of Latino parents in the sample had either an elementary education or some high school as their highest level of education. This leads to educational, social and cultural challenges. As a Latino teacher commented when surveyed: "Latino students need teachers they can connect with. They come to school only to learn that all they have known all their lives is wrong or taboo."

Colleges of Education are natural partners for the state to implement a "grow our own" multicultural, multilingual teacher workforce. The United States is nearly alone among developed nations where bilingualism or multilingualism is seen as a threat rather than an asset. By increasing the level of multiculturalism and linguistic diversity in the teacher workforce, and with it the capacity to better educate first-generation students, the state of Washington would go a long way towards positioning our state to be more competitive in the global marketplace.

Policy Recommendation #6: Require all future teachers in Washington State to develop competencies related to meeting the instructional and socio-cultural needs of ELL students in order to obtain a teaching certificate and require current teachers to participate in cultural competence training and support teachers to attend these professional development opportunities both locally and nationally.

Culturally Responsive Teaching as a pedagogical approach recognizes and utilizes a student's cultural background and experiences in the teaching and learning process.[96] Among the many features of culturally responsive approaches to teaching, some of the most common include: positive and engaging approach with parents and families (welcoming), communicating high expectations for all students, revising the curriculum to be inclusive of diverse perspectives and culture, teachers seeing themselves as part of the community, promoting a student centered curriculum, and a passion for teaching.[97]

Lee (2003) specifically addressed the notion of culturally responsive teaching for linguistic minority youth, where a students' linguistic background may be used as an intellectual resource within the classroom. Teachers who understand a student's culture, language and experiences can provide more effective instruction to Latino and ELL students and are more likely to be able to effectively incorporate elements of both the language and culture into the curriculum.[98]

Banks (1993) proposes an approach to multicultural education that goes beyond exposure to culture in the curriculum, but also asks teachers to find ways for students to identify their cultural values as a means of empowerment and utilize this knowledge as a means to understand and explore their sociopolitical position in society. This approach is interactive and asks the teacher to create a space for self-reflection among students and critical discourse around issues of equity and justice.
There is no magic solution for how to raise cultural awareness among teachers in the classroom and in schools. We do know that teachers play a critical role in how students engage in the curriculum in school[99] and how they perceive themselves, with respect to being "ready" for college. Teachers not only have the ability to diminish aspirations among students and influence self-esteem,[100] they also have the potential to plant the seeds of hope and contribute to the self-confidence of their students

academically.

Policy Recommendation #7: Institute licensure requirements for teachers (changing state certification to require that initial teacher licensure include training on meeting the needs of students whose first language is not English) and provide for ongoing professional development on pedagogical efforts to raise achievement levels among such students.

Teachers are the primary source of support for students in the school setting and have both the challenge and opportunity of shaping the educational experiences of a culturally and linguistically diverse set of students. There appears to be variation in teacher quality for the teachers of Latino students and English Language Learners in urban, rural and urban ring districts and schools[101] including their educational background, professional certifications, pre-service coursework, and content knowledge in the subject matters they are expected to teach to their students.[102]

In addition, ELL teachers often have limited resources in their school, such as appropriate assessments to place students, or a lack of professional training to be able to serve ELL students with varying levels of academic skills.[103] In a study conducted among teachers of English Language Learners in California, teachers welcomed professional development opportunities on how to better serve their ELL students.[104] Licensure requirements would provide teachers with greater background knowledge to better meet the needs of ELL students in their classrooms.

Policy Recommendation #8: Examine the use of paraprofessionals in the classroom instruction of English Language Learners and invest in paraprofessionals currently working in high concentration Latino school districts to earn their degrees and become certified teachers. This can serve as an additional feature of the "grow your own" approach described above, as a strategy to diversify the teacher workforce in the state.

While many paraprofessionals working in the schools with ELL students are highly qualified, paraprofessionals should not be allowed to substitute for teacher expertise in Washington classrooms. Paraprofessionals appear to carry a great deal of the responsibility for educating English Language Learners (ELL) in part due to the shortage of bilingual teachers to meet the growing demands of districts. During scheduled visits to schools to administer survey and conduct teacher interviews, the research team found a heavy reliance on paraprofessionals, from translating in classrooms, to direct delivery of curriculum content. In most instances, paraprofessionals do not possess the same level of qualifications as classroom teachers, and this over reliance on paraprofessionals calls into question the quality of education service delivery for Latino students, particularly ELL students. The state and districts need to monitor, improve, and clarify the role of staff and the use of paraprofessionals in schools. This can be done through the statewide evaluation framework for Latino students recommended above.

Strategic Priority Four: Promote Parent Engagement & Involvement

Policy Recommendation #9: Foster a welcoming environment for Latino parents with schools, by addressing the cultural and linguistic needs of parents.

Language was found to be a significant barrier to Latino parent participation in schools. Parents frequently commented that they would like to see more effort by school staff to personally

communicate with them about their child's performance in school. In addition, a considerable percentage of parents (48.5 percent) responded that they needed bilingual services to communicate with teachers and staff, yet over a third of the survey participants (35.4 percent) were not offered a translator when interacting with school personnel.

Parents would like to have personal contact with schools, which requires that correspondence also be sent home translated in English and Spanish, translators offered for parents who do not speak English, and greater efforts are made to verbally communicate with parents over the phone and in person. A best practice for schools would include parent workshops that explain the U.S. educational system to immigrant parents. Conducting workshops in person and in a bilingual setting will help capture parents from all educational levels and start the engagement process with schools.

A study that surveyed teachers of English Language Learners (n=5,300) in California found that communication with students and their families was considered both important and a concern among teachers.[105] Communication was cited as a challenge among K-6 teachers, where they reported their limited understanding of student backgrounds, families, community, and their struggles was due in part to a language barrier between the teacher and parents and their inability to communicate effectively with parents about their child.[106]

Greater efforts to engage parents may also contribute to higher achievement levels. Studies have found that school, community and parent involvement contribute to healthy learning environment for poor underrepresented youth that my live in neighborhoods with concentrated poverty and low levels of parent education.[107]

Strategic Priority Five: Develop a Seamless P-20 Continuum

Policy Recommendation #10: Establish a foundation for a seamless continuum to college for Latino students, through the following: Provide information about college and financial aid for students, especially for 1079 students; Audit the implementation of 1079 in higher education systems to determine whether colleges are responsibly implementing the law as intended by the state Legislature; and allow students with 1079 status to be allowed to compete for in-state aid.

Education for students and parents on college and postsecondary opportunities needs to begin early. During the data collection phase of this study, both students and parents were interested in learning more about college options, particularly course requirements, financial aid opportunities and the exams necessary to apply for college. Promoting early college knowledge can be effective through collaboration between middle schools and high schools, as well as with university partnership models that offer middle college high schools.[108]

In addition to providing information early to Latino students in middle and high school, greater attention must be placed on unauthorized students. There was a clear misunderstanding of House Bill 1079 from all stakeholders, a law approved by the state Legislature in 2003 that allows undocumented students who meet specified criteria to pay in-state tuition to attend Washington colleges and universities. Knowledge as well as accurate information was lacking in many of the schools and regions that the research team visited to obtain student and parent data. High achieving high school students in particular, have difficulty navigating both the community college and four-

year sectors and are often given information inconsistent with the 1079 legislation.[109] Such misinformation was anecdotally expressed in the student surveys and focus group participants as well as the Latino parents. The state should provide support to school districts to offer information in Spanish so that 1079 students and their parents better understand college admission standards and how to access and pay for college.

Allowing students who qualify as 1079 students to compete for state-funded need grant financial aid would provide an avenue for unauthorized students to attend college without the additional burden and anxiety around qualifying for state or federally supported scholarships. Unauthorized students, while they are able to pay in state tuition, do not have the means for financing their higher education. In the majority of instances, these youth have come to this country at a very young age and through no fault of their own, are undocumented. These high achieving students deserve equal opportunities to compete and be eligible for state aid. It is in the best interest of the state to invest in their human capital as they are a stronger asset with degrees than without them in the marketplace.[110]

Conclusion

This report provided an overview of Latino students and their families in this state, and illustrates persistent patterns of low Latino student achievement on standardized assessments, particularly for ELL students. While the path of lower achievement for Latino students begins early, the opportunities for intervention and investment in Latino students at every step in the educational system is a challenge that the state of Washington cannot afford to overlook.

Policy makers and educators must transform the current crisis into a call to action for all stakeholders. From the survey results, it is clear that Latino parents and students have very high aspirations for college attainment—Latino families want what all parents want—a better future for their children and to contribute to the fabric of American society. Because Latino parents on average possessed less than a high school education, the data suggests that a good portion of Latino parents in this state are likely to be first generation, which requires greater effort to educate parents and families about the educational system.

Schools and districts can no longer underestimate the current or future demographic growth of the Latino community in the state of Washington. Recognizing and addressing the needs of Latino students in the present, will not only avoid costs to the state in the future, but will serve an investment in the Washington of tomorrow.

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[2] Ibid.
[3] Bergeson, 2002.
[4] EPE Research Center, p. 2. Downloaded October 2, 2008 at: http://www.edweek.org/media/ew/dc/2008/40sgb.wa.h27.pdf.
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[6] McDonough, 1994; Garcia, 2001; Gandara & Contreras, 2009.
[7] Jencks & Phillips, 1998; Contreras, 2005; Gandara & Contreras, 2009.
[8] Coleman, 1988, Kao & Tienda, 1998; Tienda & Mitchell, 2006, Garcia, 2001, Valencia, 2002; Valenzuela, 1999.
[9] Nettles, Millet & Ready, 2003; Yosso, 2006.
[10] Orfield, 2005.
[11] Blanchard, 2006.
[12] Creswell, 2003; Maxwell, 2005.
[13] Oakes, 2005; Jencks & Phillips, 1998.
[14] Valencia and Stritikus, 2007.
[15] Office of Financial Management, 2006.
[16] Suarez-Orozco, 2008; Gandara & Contreras, 2009.
[17] Gibson, Gandara & Koyama, 2004.
[18] Delgado-Gaitan, 2001; Zarate, 2007.
[19] Gandara, 2005; Garcia, 2001; Contreras, 2005; Gloria, Castellanos, & Kamimura, 2006; Tienda & Mitchell, 2006; Contreras & Gandara, 2006; Gandara & Contreras, 2009.
[20] Baum & Payea, 2004; Day & Newberger, 2002; Baum & Ma, 2007.
[21] Day & Newburger, 2002, p.4.
[22] Baum & Ma, 2007.
[23] Ibid., p. 9.
[24] Garcia & Gonzales, 2006, p. 10.
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[27] Washington Learns final report, 2006. p. 5.
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[29] http://www.wsaheadstarteceap.com/docs/ECEAP_Fact_Sheet.pdf.
[30] Delpit, 2006; Valdes, 1996; Darling-Hammond, 2001; Contreras & Gandara, 2009.
[31] See the Latino Education Achievement Project's background of policy priorities, http://www.leapwa.org/ep_results.htm.
[32] Artiles et. al., 2005; Valencia, 2002.
[33] See NCES, 2007, The Status and Trends in the Education of Ethnic and Racial Minorities, Table 8.1.b. Downloaded at: http://nces.ed.gov/pubs2007/minoritytrends/tables/table_8_1b.asp; See also the work of Artiles, A. et. al., 2004, Valencia, 1991, 2002.
[34] Rumberger & Rodriguez, 2002.
[35] Swanson, C. & Chaplin, D. (2003).
[36] Chavez, 2004; Contreras, 2005; Cabrera, Swail & Lee, 2004.
[37] The Condition of Education, NCES, 2008.
[38] Ibid.
[39] Malagon, H. & De Leeuw, H. (2008). Educating English Language Learners in Washington State, 2005-2006.
[40] The Condition of Education, NCES, 2008.
[41] See http://www.ed.gov/about/offices/list/ocr/qa-ell.html.
[42] See Abedi, 2004.
[43] August & Hakuta, 1997; Lucas, 1993; Thomas & Colliear, 1997.
[44] Dalton, 1998; Moll, Amanti, Neff, & Gonzalez, 1992; Stritikus, 2006.
[45] Moll et. al., 1992.
[46] Garcia, 1995; Moll, 1994.
[47] Garcia and Gonzalez, 1995; Wiese and Garcia, 1998.
[48] Echevarria, 1998.

[49] deJong & Harper, 2005; Short & Echevarria, 2005.
[50] Gandara, 1995, 2006; Gandara and Contreras, 2009.
[51] Gandara and Contreras, 2009.
[52] Jencks and Phillips, 1998; Steele and Aronson, 1998, p. 401-427.
[53] Valenzuela, 1999; Valencia, 2002; Gandara & Contreras, 2009.
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[59] Gandara and Contreras, 2009; Chavez, 2004.
[60] Ladson-Billings and Tate, 2006; Delpit, 1995, 2006.
[61] Gandara, O'Hara and Gutierrez, 2004.
[62] Gandara, 2001.
[63] Suarez-Orozco, Suarez-Orozco and Todorova, 2008; Grogger and Trejo, 2002; Gibson, Gandara, and Koyama,2004; Gandara, O'Hara and Gutierrez, 2004; Gandara and Contreras, 2009.
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[72] Yakima Valley Superintendent's White Paper, 2007.
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[74] Ibid.
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[76] Gandara, Maxwell-Jollly and Rumberger, 2008; Gandara and Contreras, 2009.
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[78] Yakima Valley Superintendent's White Paper, 2007, p.2.
[79] Ibid.
[80] Trumbull, Rothstein-Fisch, Greenfield and Quiroz, 2001; Delgado-Gaitan, 1994; Valdes, 1996; Goldenberg and Gallimore, 1995.
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[82] Ferguson, 2007; Rothstein, 2004.
[83] A Shared Agenda: A Leadership Challenge to Improve College Access and Success. (2004) The Pathways to College Network.
[84] Council of Great City Schools, 2008.
[lxxxv] See Texas Education Agency, http://www.tea.state.tx.us/data.html.
[86] Rumberger, 2007; Ruiz de Velasco & Fix, 2000; Gandara, Maxwell-Jolly & Rumberger, 2008).
[87] Gandara & Rumberger, 2005.
[88] Callahan & Gandara, 2004.
[89] Gold, 2006.
[90] Abedi 2004, Gold, 2006.
[91] Gandara, Maxwell-Jolly, & Rumberger, 2008; Gandara and Contreras, 2009.
[92] Orfield, 2004.
[93] Holme and Rogers, 2005.
[94] Ibid.
[95] "A White Paper on Poverty and English Language Learners in the Yakima Valley," 2007, p. 4.
[96] Ladson-Billings, 1994, 1995; Pollock, 2008.
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[98] Lipka, 2002; Lee, 2003.
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[100] Valenzuela, 1999.
[101] Rumberger & Gandara, 2007.
[102] Ibid.
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[104] Ibid.
[105] Gandara, Maxwell-Jolly, Driscoll, 2006.
[106] Ibid., p. 6.
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Appendix A: SUPPLEMENTAL TABLES

Table A.1: Proportions of the Sample for Educational Attainment Data by Race/Ethnicity of People Aged 25 and over Using ACS 2006 PUMS for Washington State

	Total						Aged 25 and over					
	Total		US-born		Foreign-born		Total		US-born		Foreign-born	
	N	%	N	%	N	%	N	%	N	%	N	%
Total	6,395,798	100.0	5,596,629	87.5	799,169	12.5	4,246,471	66.4	3,604,610	84.9	641,861	15.1
White	4,864,380	76.1	4,647,588	95.5	216,792	4.5	3,399,997	69.9	3,219,911	94.7	180,086	5.3
Asian	434,643	6.8	149,090	34.3	285,553	65.7	295,310	67.9	51,072	17.3	244,238	82.7
Pacific Islander	28,971	0.5	21,375	73.8	7,596	26.2	16,585	57.2	10,274	61.9	6,311	38.1
African American	211,331	3.3	173,734	82.2	37,597	17.8	124,281	58.8	99,036	79.7	25,245	20.3
American Indian/Alaska Native	77,781	1.2	76,013	97.7	1,768	2.3	44,161	56.8	43,048	97.5	1,113	2.5
Latino	586,020	9.2	343,435	58.6	242,585	41.4	290,391	49.6	110,653	38.1	179,738	61.9

Table A.2. Odds Ratios of having certain levels of educational attainment, compared to Whites, using ACS 2006 PUMS data.

	No schooling completed			Less than high school diploma			High school graduate or higher			Bachelor's degree or higher		
	Total	US-born	Foreign-born	Total	US-born	Foreign-born	Total	US-born	Foreign-born	Total	US-born	Foreign-born
Asian	13.18	-	16.05	2.40	0.65	2.83	0.42	1.55	0.35	1.59	2.35	1.46
Native Hawaiian/Pacific Islander	17.53	7.31	35.43	3.34	1.61	7.32	0.30	0.62	0.14	0.30	0.37	0.18
African American	6.50	4.50	14.55	1.98	1.62	3.59	0.50	0.62	0.28	0.56	0.57	0.55
American Indian/Alaska Native	0.45	0.47	-	2.62	2.32	62.76	0.38	0.43	0.02	0.216	0.218	0.15
Latino	**13.68**	**2.05**	**21.22**	**9.37**	**2.97**	**16.98**	**0.11**	**0.34**	**0.06**	**0.25**	**0.45**	**0.14**

The data in Table A.2 are presented in odds ratios, a result that can be derived from conducting logistic regression analysis,[i] where the odds of having a particular level of education greater than 1 illustrates a greater likelihood of this education level for the given ethnic group. The odds ratio as displayed in Table 2 is a way of comparing whether the probability of a certain level of education is the same when comparing groups. In this case, the comparison group is Whites. An odds ratio of 1 means that having the specified level of education is equally likely in both groups. And a group with an odds ratio greater than one can be interpreted as the likelihood of a particular education level is greater than the comparison group. An odds ratio less than one therefore suggests that the education level is less likely to occur compared to the comparison group. Both U.S. born Latinos and foreign born Latinos are less likely to have greater odds than their White counterparts.

Table A. 3: Latino Student Enrollment, Teacher/Counselor Ratios for Washington State, Select School Districts, 2005-2006

School District	Percent Latino/a	Total Latino/a Enrollment	Percent Growth 1986 - 2006	Percent of Latino/a Teachers	Latino Student Teacher Ratio	Percent of Latino/a Counselors	Latino Student Counselor Ratio
Mabton	94%	880	85%	21%	1:80	0%	0:880
Wahluke	90%	1,691	2249%	9%	1:188	20%	1:1691
Granger	85%	1,175	129%	20%	1:96	33%	1:1175
Sunnyside	84%	4,918	160%	20%	1:79	56%	1:546
Grandview	83%	2,784	172%	15%	1:116	14%	2784
Bridgeport	83%	618	673%	7%	1:206	0%	0:618
Toppenish	79%	2,632	93%	21%	1:77	60%	1:446
Othello	79%	2,541	143%	11%	1:137	17%	1:2541
Brewster	77%	738	536%	6%	1:246	100%	1:783
Quincy	74%	1,763	336%	5%	1:334	0%	0:1763
Royal	74%	1,054	603%	4%	1:351	0%	0:1054
Warden	74%	717	204%	4%	1:359	0%	0:717
Orondo	72%	168	320%	7%	1:252	n/a	n/a
Pasco	69%	8,229	344%	16%	1:83	47%	1:748
Manson	65%	444	410%	3%	1:444	0%	0:444
Wapato	65%	2,220	117%	25%	1:57	25%	1:1110
North Franklin	61%	1,163	220%	10%	1:116	66%	1:1163
Prescott	61%	157	391%	0%	0:157	0%	0:157
Highland	60%	717	360%	4%	1:359	0%	0:717
Yakima	58%	8,753	345%	14%	1:89	30%	1:893
Union Gap	52%	314	288%	0%	0:314	0%	0:314
Prosser	48%	1,373	157%	8%	1;125	0%	0:1373
Mount Vernon	44%	2,628	492%	3%	1:277	7%	1:2628
Lake Chelan	43%	544	325%	1%	1:544	0%	0:544
Pateros	42%	125	400%	0%	0:125	0%	0:125
College Place	41%	345	96%	3%	1:345	0%	0:345
Wenatchee	37%	2,817	852%	7%	1:117	6%	1:2817
Zillah	35%	462	332%	0%	0:462	0%	0:462
Touchet	32%	100	170%	0%	0:100	n/a	n/a
Moses Lake	32%	2,307	129%	3%	1:201	21%	1:769
Cashmere	32%	485	910%	1%	1:485	33%	1:485
Eastmont	31%	1,622	1198%	2%	1:270	15%	1:1622
Walla Walla	30%	1,808	234%	7%	1:97	0%	0:1808
East Valley	29%	780	336%	3%	1:222	0%	0:780
White Salmon Valley	28%	339	485%	3%	1:170	0%	0:339
Oroville	27%	181	294%	2%	1:181	0%	0:181
Entiat	26%	109	1111%	0%	0:109	n/a	n/a

Cascade	26%	360	350%	1%	1:360	0%	0:360
Burlington-Edison	26%	1,107	364%	2%	1:254	0%	0:1107
Lind	26%	67	116%	0%	0:67	0%	0:67
Tukwila	23%	624	5573%	4%	1:124	50%	1:312

School District	Percent Latino/a	Total Latino/a Enrollment	Percent Growth 1986 - 2006	Percent of Latino/a Teachers	Latino Student Teacher Ratio	Percent of Latino/a Counselors	Latino Student Counselor Ratio
Yakima	58.4	8,753	345.2	14	89.1	29.9	893.3
Pasco	68.6	8,229	344.1	16.3	83.3	46.6	748.1
Seattle	11.5	5,300	145.3	3	89.4	4.1	1514.3
Sunnyside	84	4,918	160.2	20	79.3	56.3	546.4
Highline	23.6	4,153	732.3	2.1	247.6	0	0
Tacoma	11.4	3,624	503	2.8	98.4	2.7	1812
Kennewick	23.5	3,505	404.3	5.4	88.2	0	0
Federal Way	14.6	3,346	869.9	2.7	106.6	0	0
Wenatchee	37.1	2,817	851.7	7	117.4	6.4	2817
Grandview	83	2,784	172.4	14.8	116	14.3	2784
Toppenish	79.2	2,632	93.2	20.8	77.4	59.6	446.1
Mount Vernon	43.7	2,628	491.9	3.3	276.6	6.7	2628
Kent	9.4	2,569	644.6	2.4	91.4	4	1284.5
Vancouver	11.3	2,542	665.7	2.3	95.9	2.1	2542
Othello	78.7	2,541	142.7	10.5	137.4	17.2	2541
Moses Lake	32	2,307	129.1	3.3	200.6	21.4	769
Wapato	65.2	2,220	117	24.9	57	25	1110
Clover Park	15.6	2,029	222.1	2.9	123.5	6.3	1014.5
Mukilteo	13.8	1,978	1858.4	1.6	201.8	0	0
Auburn	12.8	1,822	1039	0.9	303.7	0	0
Edmonds	8.5	1,822	685.3	1.1	151.8	4.8	1071.8
Walla Walla	29.8	1,808	233.6	6.8	96.7	0	0
Renton	13.4	1,792	513.7	2.2	119.5	3.3	1792
Quincy	74.3	1,763	336.4	4.9	333.5	0	0
Evergreen	6.8	1,740	528.2	1.1	113.9	0	0
Wahluke	89.9	1,691	2248.6	9	187.9	20	1691
Everett	8.7	1,632	513.5	2	101.4	2.4	1632
Eastmont	30.5	1,622	1197.6	2.2	270.3	14.5	1622
Lake Washington	6.6	1,618	418.6	1.8	88.9	0	0
Northshore	7	1,442	428.2	1.6	103	3.1	1442
Bethel	7.8	1,409	492	2.4	78.3	4	1409
Prosser	47.9	1,373	156.6	8	124.8	0	0
Puyallup	6.2	1,328	591.7	1.5	94.9	2.2	1328
Bellevue	8	1,314	825.4	3.5	52	0	0

Granger	84.5	1,175	129	19.9	96.2	33.3	1175
North Thurston	8.8	1,175	319.6	1.6	117.5	0	0
North Franklin	61.1	1,163	220.4	10.4	116.3	66.1	1163
Spokane	3.6	1,130	271.7	1.7	49.1	0.7	2255.5
Burlington-Edison	25.7	1,107	364.4	2.4	254.3	0	0
Royal	74	1,054	602.7	3.7	351.3	0	0

Table A.4: Latino Program Utilization in Washington State, 2006-2007, (Percent) (N=1,076,787)

Ethnicity	Received Services for LAP Reading	Received Services for LAP Math	Received Services for TAS Reading	Received Services for TAS Math	Received ELL Services
Latino	6.8	5.3	23.7	13.9	34.2
African American	3.8	3.2	20.1	13.5	4.9
White	2.8	2.3	9.9	6.7	1.3
American Indian	5.6	5.3	20.2	14.8	1.0
Asian	2.6	1.5	11.5	8.6	14

Note: Data collected by OSPI from the February data collection period of K-12 students.
LAP — Learning Assistance Program; TAS — Title I Targeted Assistance; ELL Services — State Transitional Bilingual Instruction

Table A.5: Latino Program Utilization and Eligibility in Washington State, 2006-2007, (N=1,076,787)

Ethnicity	Percent Title I Migrant	Percent within Gifted*	Percent Eligible for Free Reduced Lunch	Percent Special Education	Percent Homeless	Percent Received 21st Century Community Program Services
Latino	11.4	4.2	74.5	12.2	1.2	1.4
African American	.1	2.5	60.7	16.1	2.6	1.1
White	.1	75.6	25.9	12.1	.6	1.5
Native American	.9	1.2	56.1	17.4	1.8	2.0
Asian	.1	14.7	31.5	7	.4	1.3

Note: Data collected by OSPI from the February data collection period of K-12 students.
* n=29,789 or 2.8 percent of the K-12 population.

Table A.6: Students Meeting 4th Grade WASL Standards in Math by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	35.4	13.9	33.6	13	11.4
1998-99	42.5	17.4	41.7	15.3	14.2
1999-00	47.2	24.6	46	18.7	18.2
2000-01	49.1	25.5	47.7	19.5	20
2001-02	57.4	36	59.4	28.6	29.3
2002-03	61.5	38.1	60.7	35.5	30.7
2003-04	66	42.6	67.1	37.5	38.8
2004-05	67.9	41.8	67.5	37.7	35.8
2005-06	65.3	41.5	67.9	36.4	36.9
2006-07	65.1	39.2	67.3	35.1	35.5
2007-08	60.5	32.9	63.4	31.2	31.1
Gain (1997-2008)	25.1	19	29.8	18.2	19.7

Table A.7: Students Meeting 7th Grade WASL Standards in Math by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	22.8	5.7	24.8	4.9	5.5
1998-99	28.1	8.5	28.5	6.8	7.2
1999-00	32.4	10.6	33.8	8.7	9.7
2000-01	31.6	11.9	32.1	7.8	8.4
2001-02	34.4	14.3	38.6	10.3	11.6
2002-03	41.6	18.8	45.1	14.1	14.7
2003-04	52.2	27.3	53.2	21.4	22.2
2004-05	56.7	32.9	59.9	25.4	27.4
2005-06	54.5	28.4	58.5	24.5	25.5
2006-07	61.1	35.2	64.8	30.1	32
2007-08	56.6	31.7	62.8	27.8	26.9
Gain (1997-2008)	33.8	26	38	22.9	21.4

Table A.8: Students Meeting 10th Grade WASL Standards in Math by Ethnicity 1998-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1998-99	38.1	14.3	37.3	9.5	11.6
1999-00	40.1	17.3	42.1	11.7	12.6
2000-01	43.7	19.7	47.6	11.9	14.6
2001-02	41.9	21.3	44.9	13	14.3
2002-03	44	21.9	46.8	14.2	16.2
2003-04	49.2	23.4	52	16.1	19.7
2004-05	52.4	26.9	56.9	20.4	23.9
2005-06	56.5	30.1	59.7	23.2	25.4
2006-07	56.3	31.3	59.9	22.5	25.6
2007-08	55.4	29	61.1	22	25.9
Gain (1998-2008)	17.3	14.7	23.8	12.5	14.3

Table A.9: Students Meeting 4th Grade WASL Standards in Reading by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	61.5	33	54.1	35.4	27.6
1998-99	65.3	37.3	59.5	39.3	31.3
1999-00	71.8	46.9	66.7	47.7	39.4
2000-01	72.1	48.7	66.4	48.2	40.4
2001-02	71.2	50.9	70.6	49.3	42
2002-03	73.1	51.7	68.1	52.4	41.3
2003-04	79.8	59.4	78.2	62	53.9
2004-05	84.5	63.8	82.7	69.1	61.1
2005-06	85.4	69.1	85.9	68.6	66.2
2006-07	81.3	62.7	82.7	65	60.7
2007-08	78	56.3	77.9	60.2	53.6
Gain (1997-2008)	16.5	23.3	23.8	24.8	26

Table A.10: Students Meeting 7th Grade WASL Standards in Reading by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	43.3	19.1	36.5	17.5	14.7
1998-99	46.3	19.2	40.6	19.5	17.8
1999-00	47.1	20.5	42	20.4	17.7
2000-01	44.9	21.8	41.3	20.4	16.7
2001-02	49.7	26.4	47.6	24.2	21.2
2002-03	53.2	29.9	52.8	28.2	23.6
2003-04	65.7	42.5	66.2	41.8	38.1
2004-05	74.3	52.7	74.6	51.7	47.7
2005-06	67.2	45.9	66.2	43	40.2
2006-07	73.6	51.8	75.1	54.3	51.4
2007-08	68.1	44.9	69.7	47.9	44
Gain (1997-2008)	24.8	25.8	33.2	30.4	29.3

Table A.11: Students Meeting 10th Grade WASL Standards in Reading by Ethnicity 1998-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1998-99	58.3	29.6	48.5	26.1	26
1999-00	66.1	40.9	61	38.2	35.9
2000-01	67.8	44.1	65.8	40.6	38.4
2001-02	64.6	43.7	62.1	36.2	34.9
2002-03	65.1	42.5	64.2	37.1	34.6
2003-04	69.6	46.5	70.3	43.1	41.5
2004-05	77	55.8	78.8	53.7	53.1
2005-06	86.5	67.8	84.6	66.2	62.6
2006-07	84.6	68.4	85.6	65	66.1
2007-08	85.3	67.2	86.1	68.8	68.1
Gain (1998-2008)	27	37.6	37.6	42.7	42.1

Table A.12: Students Meeting 4th Grade WASL Standards in Writing by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	39.7	21.4	43.9	25.5	18.4
1998-99	35.6	16.6	42.3	20.7	16.2
1999-00	42.8	22.8	50	25.4	20.8
2000-01	46.9	28.2	53.7	30.5	24.8
2001-02	53.2	32.6	62	37	31
2002-03	57.7	36.9	64	43.6	33.8
2003-04	60.1	40.5	67	43.6	36.4
2004-05	61.4	38.8	70.1	48.3	40.3
2005-06	63.6	43.9	74.6	49.4	44.9
2006-07	64.1	43.8	73.9	48.7	43.5
2007-08	66.3	44.4	73.9	50.4	46.1
Gain (1997-2008)	26.6	23	30	24.9	27.7

Table A.13: Students Meeting 7th Grade WASL Standards in Writing by Ethnicity 1997-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1997-98	34.3	15.1	36.3	17.2	14.5
1998-99	40.8	17.9	45.9	21.3	19.3
1999-00	46.7	22.7	51	25.9	22.8
2000-01	52.6	30.9	56.2	31.9	26.6
2001-02	57.2	34.9	62.5	36.9	31.8
2002-03	58.7	35	64.7	40.5	33.3
2003-04	61.8	39.8	68.3	43.5	38.9
2004-05	65.4	42.9	71.7	47.4	41.5
2005-06	68	50.6	74.7	53.6	48.3
2006-07	72.4	52.6	77.8	56.5	51.6
2007-08	73.1	52.5	79.6	61.4	54.8
Gain (1997-2008)	38.8	37.4	43.3	44.2	40.3

Table A.14: Students Meeting 10th Grade WASL Standards in Writing by Ethnicity 1998-2008 (percent)

Year	White	American Indian	Asian/Pacific Islander	Black	Hispanic
1998-99	46.1	22.6	44.7	22.4	20.8
1999-00	35.7	16.4	35.6	17	12.7
2000-01	51.9	28.3	50.2	27	23.5
2001-02	59.6	36.8	58.1	33.6	29.4
2002-03	65.5	41.1	66.1	39.3	34.3
2003-04	69.7	47.1	73.3	49.1	42.7
2004-05	69.2	45	72.9	47.9	43.7
2005-06	83.9	65.6	84.5	65.4	59.9
2006-07	87.4	72.4	87.8	72.5	68.6
2007-08	89.3	75	90.9	79.1	75.3
Gain (1998-2008)	43.2	52.4	46.2	56.7	54.5

Table A.15: Students Meeting 4th Grade WASL Standards in Math by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	8.1	37.3
1999-00	10.9	41.8
2000-01	11.6	43.4
2001-02	18.2	51.8
2002-03	19.9	55.2
2003-04	26.3	59.9
2004-05	25.2	60.8
2005-06	24	58.9
2006-07	17.6	58.1
2007-08	15	53.4
Gain (1998-2008)	6.9	16.1

Table A.16: Students Meeting 7th Grade WASL Standards in Math by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	3.7	24.2
1999-00	4.1	28.2
2000-01	3.8	27.4
2001-02	6.8	30.4
2002-03	5.9	36.8
2003-04	7.1	46.3
2004-05	11.6	50.8
2005-06	11.1	48.5
2006-07	10	54.6
2007-08	7.5	50.3
Gain (1998-2008)	3.8	26.1

Table A.17: Students Meeting 10th Grade WASL Standards in Math by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	7.8	33
1999-00	7.3	35
2000-01	12	38.9
2001-02	8.7	37.3
2002-03	8.1	39.4
2003-04	9	43.9
2004-05	11.9	47.5
2005-06	12.8	51
2006-07	10.7	50.4
2007-08	12.6	49.3
Gain (1998-2008)	4.8	82.3

Table A.18: Students Meeting 4th Grade WASL Standards in Reading by ELL Status 1998-2008 (in percentages)

Year	English Language Learners	Statewide
1998-99	14.8	59.1
1999-00	20.9	65.8
2000-01	24	66.1
2001-02	24.8	65.6
2002-03	23.7	66.7
2003-04	36.2	74.4
2004-05	46.2	79.5
2005-06	50.2	81.2
2006-07	37.4	76.6
2007-08	30.9	72.3
Gain (1998-2008)	16.1	13.2

Table A.19: Students Meeting 7th Grade WASL Standards in Reading by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	5	40.8
1999-00	5.4	41.5
2000-01	3.8	39.8
2001-02	6.7	44.5
2002-03	6.7	47.9
2003-04	16.2	60.4
2004-05	23.1	69
2005-06	16.5	61.5
2006-07	20	68.7
2007-08	12.8	62.8
Gain (1998-2008)	7.8	22

Table A.20: Students Meeting 10th Grade WASL Standards in Reading by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	6.8	51.4
1999-00	12.2	59.8
2000-01	17.8	62.4
2001-02	13	59.2
2002-03	11.7	60
2003-04	16	64.5
2004-05	28.7	72.9
2005-06	35.5	82
2006-07	38.3	80.8
2007-08	41.1	81.3
Gain (1998-2008)	34.3	29.9

Table A.21: Students Meeting 4th Grade WASL Standards in Writing by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	10	32.6
1999-00	10.5	39.4
2000-01	15.4	43.3
2001-02	19.4	49.5
2002-03	22	53.6
2003-04	25.2	55.8
2004-05	29.7	57.7
2005-06	32.8	60.4
2006-07	26.1	60.2
2007-08	28.7	62.1
Gain (1998-2008)	18.7	29.5

Table A.22: Students Meeting 7th Grade WASL Standards in Writing by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	8.4	37.1
1999-00	9.5	42.6
2000-01	10.9	48.5
2001-02	16	53
2002-03	14.9	54.7
2003-04	18.9	57.9
2004-05	21.8	61.2
2005-06	28.3	64.6
2006-07	25.7	68.4
2007-08	26.1	69.7
Gain (1998-2008)	17.7	32.6

Table A.23: Students Meeting 10th Grade WASL Standards in Writing by ELL Status 1998-2008 (percent)

Year	English Language Learners	Statewide
1998-99	7.3	41.1
1999-00	3.1	31.7
2000-01	7.6	46.9
2001-02	9.1	54.3
2002-03	10.8	60.5
2003-04	16.9	65.2
2004-05	19.7	65.2
2005-06	32.9	79.8
2006-07	37.7	83.9
2007-08	50.4	86.2
Gain (1998-2008)	43.1	45.1

[i] Hosmer & Lemeshow, 2000.

APPENDIX B: ANALYSIS OF THE METT PAPER (2002)

As the reader of this report will notice, many of the themes highlighted in the Multi-Ethnic Think Tank's (METT) *Call to Action* are expanded upon in this report. The METT paper provides an important starting point for understanding and closing the achievement gap in Washington State. In accordance with our charge, we provide a brief analysis of the findings of the METT findings.

As has been made clear in our report, schools have not risen to the challenge and opportunities presented by cultural, linguistic, and racial diversity. In this brief analysis, we attempt to offer three main suggestions that we believe would strengthen METT's project for improving the schooling of marginalized youth in Washington state. Specifically, we highlight the need to: clarify what is meant by culturally relevant teaching; understand school improvement for diverse students in the broader context of opportunity to learn factors; and, clarify what teachers need to learn and do to become culturally responsive.

Clarification of Culturally Relevant/Appropriate Teaching

The voices of the Latino community in Washington, as represented by our survey and interview participants, make the case that schools need do a better job of connecting to students' cultural and linguistic resources. Both our data and decades of research on diversity in schools make the case for a "culturally appropriate" response to diverse youth. Major thinkers in the field of multicultural education, including James Banks and Sonia Neito[1], have cautioned against the vague and over-simplified use of the term 'cultural appropriate.' We share their concerns. Thus, we believe that the METT report could be strengthened by clarifying what is meant by cultural response teaching. Culturally responsive teaching can be a powerful tool to close the achievement gap; or, it can be an education-speak buzz word which is used a great deal with limited impact on practice.

We would like to see the concept play a powerful role in the lives of minority youth. To do so, we need to paint a clear picture of how cultural relevant practice manifests in teaching. For example, does cultural relevant teaching look the same across various grades and subjects? The research literature has provided powerful examples of specific grade and content appropriate ways to make schooling more culturally appropriate in math, science, social studies and literacy. We encourage METT and other advocates to continue to think about content specific and grade appropriate ways to define and implement culturally responsiveness. [2]

Once we have deepened our understanding of subject specific and grade appropriate ways of implementing culturally responsive teaching, it is important that policymakers consider the structures in districts and schools needed to support ambitious teaching goals. Decades of research have illuminated the specific aspects of how racial, linguistic, ethnic and cultural diversity impact learning. For example, we know that home discourse patters influence the way Latino children experience various aspects of the school curriculum.[3] We know that the stereo-types and negative societal attitudes toward Latino children can directly influence student performance on academic tasks.[4] And, we that schools that more positively connect with the cultural and linguistic resources of Latino youth can improve student improvement.[5] Taken together, these three facets of the schooling of diverse students are

enormously complex. Imagining how a single teacher can balance or ameliorate these tensions deemphasizes the important work that systems (districts, ESDs, and the State) can play in coordinating and organizing the work of teachers. Policymakers should be encourage to encourage thinking that captures the work that larger systems could do to support the work of teaching. With specific knowledge in hand regarding the social and cultural realties facing Latino youth, districts can design school level approaches for supporting the work of teachers.

Casting a Broader Frame—Beyond Culturally Relevant Teaching

As we have noted, we applaud METT's push to more culturally responsive teaching and learning practices. In addition, we support the move to develop standards that connect to culturally responsive principles. However, we believe that curricular change is only part of an overall approach to closing the achievement gap. Thus, we would encourage reimagining the work of teaching and learning to more broadly connect to the lives of diverse students. We would encourage thinking that moves to a more specific articulation of the factors in schools that support or hinder learning for diverse students. This can be called an "opportunities to learn" framework. By closely examine the characteristics of schools and districts, teaching and learning can be seen beyond individual teacher curriculum. We could encourage METT and other advocates for students of color to consider the 'opportunities to learn' factors outlined in James Banks' Unity in Diverse Consensus[6] report. They include:

(1) teacher quality (indicators include experience, preparation to teach the content being taught, participation in high-quality professional development, verbal ability, and teacher rewards and incentives); (2) a safe and orderly learning environment; (3) time actively engaged in learning; (4) student-teacher ratio; (5) rigor of the curriculum; (6) grouping practices that avoid tracking and rigid forms of student assignment based on past performance; (7) sophistication and currency of learning resources and information technology used by students; and (8) access to extracurricular activities.[7]

Casting a broader framework will allow policy makers to see culturally relevant approaches within the larger school and district level characteristics that contribute to the achievement gap. Research has shown that one of these factors is lacking serve impact on student outcomes will be the result. Thus, culturally response teaching must be seen in the overall context of the quality of schooling diverse students receive.

Clarifying what teachers need to learn to become Cultural Responsive

Frequently, attempts to close the achievement gap highlight the importance of professional development to help teachers meet the goals outlined by culturally responsive teaching. To strengthen the recommendations of the METT paper, we believe that it is important to clarify what teachers would need to learn to be more culturally responsive. The work of James Banks (2001), offers the specific types of knowledge that is necessary to create more effect professional development paths. Professional development should focus on helping teachers to:

> (1) Uncover and identify their personal attitudes toward racial, ethnic, language, and cultural groups; (2) acquire knowledge about the histories and cultures of

the diverse racial, ethnic, cultural, and language groups within the nation and within their schools; (3) become acquainted with the diverse perspectives that exist within institutionalized knowledge within schools, universities, and popular culture perpetuate stereotypes about racial and ethnic groups; and (5) acquire the knowledge and skills needed to develop and implement an equity pedagogy.

An important recommendation would be to create professional development that helps teachers understand how larger racial and social inequalities manifest in teaching and learning in schools. We believe that the results of culturally responsive teaching will be strengthened by providing specific guidance about the types of skills and competencies teachers need to learn.

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2 * Civil, M. (2002). Culture and Mathematics: a community approach. Journal of Intercultural Studies. 23 (2), 133-148.

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Gutierrez, K. (2000). Teaching and Learning in the 21st Century. English Education. 32 (4), 290-98.

3 Valdés, G. (1996). Con respeto: Bridging the distances between culturally diverse families and schools. An ethnographic portrait. New York, NY: Teachers College Press.

4 Suarez-Orozco, Carola and Suarez-Orozco, Marcelo. 2001. Children of immigration. *Harvard Educational Review* 71(3): 599-602.

5 Moll, L., Amanti, C., Neff, D., & Gonzales, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, *31*(2): 132 – 141.

6 Banks, J. A. (2001). Diversity within unity: Essential principles for teaching and learning in a multicultural society. Seattle, WA: Center for Multicultural Education.

7 P. 6-7.

Appendix C: Characteristics of Effective Schools and Teaching Practices for English Learners

Before discussing some of the characteristics of effective schools that have been identified in research and theory concerning the education of English learners (El), it is important to reflect on the following question: What does it mean to be effective in educating children and youth who are English learners? Aida Walqui (2000) illuminates that, "To be effective, programs must begin with a compassionate understanding of these students [El] and recognize and build on the identity, language, and knowledge they already possess…to engage immigrant adolescents in school, educators must provide them with avenues to explore and strengthen their ethnic identities and language while developing their ability to study and work in this country" (pp.2). With that in mind this literature review focuses on three major questions: 1) what are some of the characteristics of effective school practices for educating English learners? 2) what are the instructional needs of English learners?, and lastly 3) what do we know about effective teaching practices for English learners?

Developing research based answers to these questions are a central to the future of the U.S. political, social and economic institutions. Learners who speak language(s) other than English or English learners (El) are the largest growing population in U.S. schools today. Nearly one in five of school age youth speaks a language other than English in the home (Callahan, 2005) and nearly 80% of all English learners come from a Spanish-speaking background (. Latino English language learners, who comprise the largest group of ELLs, have the lowest graduation rate of all students (Ruiz-de-Velasco & Fix, 2000 as cited in Koelsch, 2008). Of every 100 Latino students, many of whom are ELLs, only 61 will graduate high school, 31 of those who graduate will complete some postsecondary education, and only 10 will graduate with a bachelor's degree" (Venezia, Callan, Finney, Kirst & Usdan, 2005 as cited in Koelsch, 2008).

I. Characteristics of effective schools for English learners

The shift from focus on single-program solution to a comprehensive approach

In recent years, a growing body of research has been concerned with developing school wide characteristics of effective schools for teaching English learners. Some researchers argue that the prolonged debate over the merits of bilingual versus immersion approaches may be diverting attention from what matters most for English learners—a comprehensive framework that focuses on the large array of factors that appear to make a difference for English learners achievement (Parrish, Merickel, Perez, Linquanti, Socias, Spain, et al, 2006). Six attributes have been linked to the successful schooling of English learners. The following synopsis is based on the findings of research and synthesis of research studies that have investigated characteristics of educationally effective school practices for English learners (Coady, Hamann, Harrington, Pacheco, Pho, & Yedlin, 2003; Freeman & Freeman, 2007; Garcia, 1994 & 2001; Parrish, et al, 2006; Stritikus & Manyak, 2000).

School wide approach

A school wide approach rests on the fundamental belief that the successful education of English learners is the responsibility of the entire school staff (Coady et al, 2003; Garcia, 1994; Parrish et al, 2006).

In an extensive five- year study, Parrish and colleagues examined the educational conditions of California's English learners and the effects of proposition 227. Their findings indicate that successful schools had a school wide focus on English language development (ELD) and standard-based instruction. It is important to note that a high degree of collaboration and team work among staff members around students' achievement was considered as key element. Principals of these schools reported that allowing opportunities for cross-dialogue among teachers within and across grade level was relevant for information sharing about students' performance data and also for making collective decisions.

Teacher/Staff Capacity

Teachers make a tremendous difference in the academic and social lives of EL students (Lucas, Villegas, Freedson-Gonzalez, 2008). Lucas and colleagues argue that to be a successful teacher of English learners, besides possessing deep content knowledge of their disciplines and pedagogical knowledge, teachers need to draw on established principles of second language learning. In Parrish et al.'s (2006) study, staff capacity to address English learners' linguistic and academic needs surfaced as primary factor in school outcomes for EL students.

In addition, effective teachers foster meaningful relationships with their students, have strong commitment to the success of their El students, communicate their high expectations to students, and build upon students' linguistic and cultural knowledge to advance new knowledge and skills (Coady, 2006; Garcia, 2001; Freeman & Freeman, 2006). Teachers' sense of personal efficacy was highlighted in Garcia's reviews of research (1994 & 2001). He reported that effective teachers working with Mexican American students perceived themselves as instructional innovators, student's advocates, and continued to be involved in professional development.

While it has been well established of the importance of qualified teachers in the education of EL students, recent studies have shown that English learners are the least likely to have access to qualified teachers (Gandara et al, 2008). De Leeuw & Malagon (2005-2006) arrived at a similar conclusion in a report commissioned by the Washington State Legislature on the Education of English Language learners in the state, "One obstacle facing the education of ELLs is the shortage of properly trained teachers to provide effective instruction" (pp.6).

Rigorous, structured plan of instructions of English learners

A rigorous curriculum and instruction should be aligned to the academic standards and provides the adequate materials to address the instructional needs of El students (Parish et al, 2003). Decisions concerning the rigor of curriculum for teaching English learners are closely connected to the beliefs educators have of the EL students linguistic and academic abilities (Callahan, 2005). Administrators' and teachers' low expectations lead to the implementation of a diluted curriculum with devastating consequences for students (Callahan; Parrish et al, 2003). Adapt the curriculum to the language proficiency of the students cannot be an excuse for denying English learners access to a challenging academic content (Coady, et al, 2003). Research evidence show that differentiated instruction, scaffolding, making connections to students' prior knowledge and life experiences are ways that helps teachers achieve the critical task of making a highly demanding academic curriculum accessible to English learners. (Freeman & Freeman, 2007, Lucas et al, 2008; Walqui 2006).

Cultural Validation

Students' home culture and language are viewed as an instructional resource (Coady, et al, 2003; Freeman & Freeman, 2007; Garcia, 1994). In the *Handbook for Improving Opportunities for English*

Learners through Comprehensive School Reform, Coady and colleagues, propose a set of principles for building responsive learning environments, based on a review of theory and research that supports successful schooling for English learners. These researchers highlight that a responsive school climate where students' language and cultures are valued, teachers integrate students first language and literacy and other knowledge, including students' individual interest and curiosity, into the learning process. They also point out that adults from students' heritage communities play an important role in the life of the school.

Freeman and Freeman (2007) illustrate the manner in which culture and language can be utilized as an instructional in a case study of a sixth grade teacher. They describe how the classroom teacher designed and implemented a unit around the theme of the immigrant experience. Her recent immigrant students, not only were they able to make connections to their own personal experiences, but also built upon their background knowledge by connecting previous knowledge to concepts about geography, math that were also part of the unit. When teachers use a student's home language and culture, students feel integrated into the school community and have better learning outcomes.

Protection and Extension of Instructional time through coordination

Stritikus and Manyak (2000) reported that schools that are effective utilized school programs, cross-age tutoring, voluntary Saturday school programs in a highly coordinated way to pool resources to serve English learners. Educating English learners is an enormous responsibility best shared by multiple entities.

II. Instructional needs of English learners

Students who are English learners comprise a diverse group with different backgrounds, language proficiency levels, and educational profiles. EL students come to school with a wide range of native language and English language literacy habits and skills, uneven content-area backgrounds, and vastly different family and schooling experiences (Meltzer and Hamann, 2005). Some enter schools highly motivated to learn due to strong family support and their innate drive, while others have had negative school experiences which have hindered their motivation (Short & Echevarria, 2004-2005). Some EL students are newly arrived with adequate schooling in their first language, while others have limited schooling, or are long-term English learners (Freeman &Freeman, 2007). Understanding how these multiple factors come to play differently in English learners' academic achievement, enables administrators and teachers to make informed instructional decisions and respond to students needs more effectively. If teachers and school leaders treat EL students as one dimensional language learners—too narrowly focusing on English learning—the long term academic success of EL students will be compromised (Short and Echevarria, 2005)

In this review, we highlight three key needs of English learners: Linguistic needs, academic language/ literacy needs, and social-cultural needs.

Linguistic needs

Language occupies a predominant place in learning. Lucas and colleagues (2008) describe how language permeates daily school tasks in which English learners are expected to participate. "Language is the medium through which students gain access to curriculum and through which they display and are assessed for what they have learned. To succeed in U.S. schools, students must be able to read academic texts in different subject areas, produce written documents in language appropriate for school, and understand their teachers and peers- all in English" (pp. 362). While

some English learners manage to participate in school, and do well in their informal interactions with peers and teachers, they still struggle with the tremendous challenge of learning the content knowledge of the curriculum in a language they are in the process of acquiring.

To be successful in school, EL students must acquire "academic English." Collier (1987) explains how school contexts complicates or adds to the difficulty of achieving language proficiency: "Immigrant students of school age who must acquire a second language in the context of schooling need to develop full proficiency in all language domains (including the structures and semantics of phonology, inflectional morphology, syntax, vocabulary, discourse, pragmatics, and paralinguistics) and all language skills (listening, speaking, reading, writing, and metalinguistic knowledge of language) for use in all the content areas (language arts, mathematics, science, and social studies)"(618). To be able to successfully participate in what goes on in the classroom and perform up to the academic standards, English learners have to master a greater range of linguistic features than the English they use in non-academic contexts.

Academic language/literacy needs

An important body of research has devoted attention to the study of academic language development in English learners (Collier, 1987; Cummins, 1980 & 2000, Hakuta, Butler, & Witt, 2000; Krashen, 2002). Cummins (2000) offers one definition of academic language "the sum of vocabulary, grammatical constructions, and language functions that students will encounter and be required to demonstrate mastery of during their school years …This will include literature and expository texts that students are expected to read and discuss in both oral and written modes" (pp. 541). English learners constantly interact with texts that are saturated with academic language (Zwiers, 2005), such academic discourse increasingly relies on language itself to convey meaning, thereby becoming more impersonal, technical, and abstract (Lucas at al. 2008). Consequently, English learners experience school language as being more complex and cognitively demanding than the conversational English they use in non-academic situations (Lucas et al, 2008). As EL students move up in grade levels, the level of complexity and abstraction encounter in texts, lectures, and expected in written assignments are much higher.

How long does it take to develop academic language proficiency?

Taking into account the skills and processes implicit in academic English, it is not a surprise that attaining native-like academic English proficiency requires time and quality of instruction. Research in second language learning has documented that academic English proficiency under the best circumstances (e.g. quality of instruction) is a long process (Cummins, 1981; Hakuta et al, 2000). In a scientifically rigorous study of high and low performing districts, Hakuta et al. (2000) examined the length of time students needed to acquire academic English. In high-performing districts, they found that EL students needed between 3-5 years to develop oral proficiency and 4-7 years to develop academic proficiency.

In the unique case of older English learners in secondary level, researchers note that these students face additional challenges due to the lesser amount of time available to them to acquire both English and the academic skills they need to acquire in preparation for high school graduation and to prepare for post-secondary options (Maxwell-Jolly, Gandara, Benavidez, 2007).

Sociocultural needs

In addition to the more technical aspects of language learning, English language learners have tremendous sociocultural needs that are frequently unmet by schools (Suarez-Orozco &

Sauarez-Orozco, Valdes, 1998, Valenzuela,). Research has highlighted that the conditions of schooling for immigrant students can not be separated from the larger economic and social inequities facing immigrants in broader society. Thus, recent immigrant students face challenges related to institutional racism in schools and social marginalization by teachers and students.

III. Effective Teaching

Effective teaching practices for English learners are responsive to their linguistic, cultural, and academic needs and aim at supporting EL students' linguistic and academic learning process. Based on a review of research and theory of effective teaching practices for English learners, we identified four principles which should guide instruction for EL students: supportive and safe learning environments, emphasis on collaborative learning experiences, drawing upon students' cultural and linguistic background and life experiences including the instructional value of students' first language and, and developing academic language and literacy across all content-areas.

Effective teaching creates supportive learning environments.

Learning occurs most effortlessly in a supportive environment (Oakes, 1985 as cited by Callahan, 2005). Students who are learning a language and are not yet proficient in the target language may experience feeling intimidated to engage in a classroom discussion, especially if there is little understanding and empathy on behalf of peers and teachers of what it is like to function in a second language. "A safe and welcoming classroom environment with minimal anxiety about performing in a second language is essential for English learners to learn" (Lucas et al, 2008; Miller & Endo, 2004). More importantly, English learners feel accepted and teachers hold high expectations and communicate them to their students (Meltzer and Hamann, 2005).

Effective teaching promotes and encourages collaborative learning experiences

Effective practices provide students with authentic opportunities to participate in collaborative learning experiences. An important aspect of collaborative learning experiences is flexible and heterogeneous grouping (Garcia, 2001; Meltzer & Hamann, 2005). Garcia (2001) describes how effective instructional practices used by teachers of Mexican-American students incorporated in a consistent manner organized collaborative academic activities that required a high degree of a heterogeneously grouping of students. Students were more likely to seek assistance from other students, and were successful in obtaining it.

Effective teaching draws on student's cultural and linguistic background and life experiences

Effective teaching practices help EL students make connections of new information to their previous knowledge and life experiences (Freeman & Freeman, 2007; Meltzer & Hamann, 2005; Short & Echevarria, 2004-2005). EL students possess rich background knowledge that is stored in their home language and culture. Researchers have found a positive correlation between first language use, regardless of the program type, and second language development (Krashen, 2002; 2004-2005). English learners first language can serve as the starting point for learners to develop first ideas.

Effective teaching develop academic literacy across all content-areas

Being able to extract new knowledge through reading, writing in multiple genres and for a variety of purposes, making presentations using proper vocabulary from different subject matter, is not an easy task for any student, but even more so for EL students. The charge for developing such

abilities in EL students should be the responsibility of all teachers in a school (Meltzer and Hamann, 2005). Content-learning is enhanced when specific-disciplined literacy is coupled in the instruction. In a comprehensive review of theory and research on content and language learning, Meltzer and Hamann (2005) distilled eight sets of "synergistic classroom practices" that have a large impact on student learning. These include: teacher modeling, strategy instruction, and using multiple forms of assessment; emphasis on reading and writing; emphasis on speaking and listening/viewing; emphasis on thinking; creating a learner-centered classroom; recognizing and analyzing content-area discourse features; understanding text structures within the content areas; and vocabulary development. A significant body of research supports the importance of infusing academic language and literacy throughout the entire curriculum and instruction processes (Short & Echevarria, 2004-2005; Maxwell-Jolly, Gandara, Benavidez, 2007; Spycher, 2007; Walqui, 2000 &2006; Zwiers, 2005).

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
Early College Project **http://www.nclr.org/section/ecp**	1-800-311-NCLR or visit our website at www.nclr.org.		—School Development Grants —Training and professional development —Technical Assistance through regional cohort meetings —Facilities Grants & Loans	To significantly increase educational opportunities and to increase high school and college graduation rates for Latinos.*		Specifically for Latino students, ECP has developed 12 Early College High Schools whose graduates will also earn an associate degree or complete two full years towards a bachelor's degree. Founded by National Council of La Raza (NCLR).	Hopes to create innovative approaches for ELL students through these programs
Accelerated Schools **http://www.acceleratedschools.net**	Gene Chasin, Director, 860-486-6330, info@acceleratedschools.net	42 States	Learning Academies, District/High school partnerships, charter schools, school leadership training, online professional development	Bring children in at-risk situations at least to grade level by the end of sixth grade*	St. John, E. P., Manset, G., Chung, C.-G., Musoba, G., Loescher, S., Simmons, A. , and Hossler, C. A. (2001). Comprehensive school reform: An exploratory study. Bloomington, IN: Indiana Policy Research Center.	"Accelerated Schools plus is a process for accelerating the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction."	
Success For All **http://www.successforall.net**	Success for All Foundation MD 21204 800-548-4998 sfainfo@successforall.net	42 States	—Cooperative learning —Cycle of effective instruction —Use of data and ongoing assessment	To guarantee that every child will learn to read*	The Comprehensive School Reform Quality Center. (2005). CSRQ Center Report on Elementary School Comprehensive School Reform Models. Washington, DC: American Institutes for Research.	"Our top priority is the education of disadvantaged and at-risk students in pre-K through grade eight. We use research to design programs and services that help schools better meet the needs of all their students."	SFA provides Spanish materials for bilingual programs, but in schools without ELL programs SFA strategies are built around English curricula.
Project Grad **www.projectgrad.org**	Project GRAD USA tedd@projectgradusa.org	Four feeder systems in Houston, TX and expanded nationally	—Five core programs inside and out of the classroom in: —Mathematic s —Literacy —Classroom	To ensure a quality public school education for all at risk children in economically disadvantaged communities so that	Stanford Social Innovation Review (2005), GAO Report to Congressional Requesters (2005), Center for Research on School Reform	Project Grad's model for success is comprised of five core program activities inside and out of the classroom, a scholarship component that funds students with non-	

Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
		in 11 cities.	Management —Social Services & Parental Involvement —High School Program	high school graduation rates increase and graduates are closing the achievement gap prepared to enter and be successful in college. *	(2003),	competitive scholarships for four years at a higher educational institution, employs a learning contract with students and families, summer institutes and college visits, and support after college. This is done by collaboration with existing assets by sponsoring professional development, and working with the school feeder system, non-profit organizations, communities, and Project Grad USA.	
America's Choice (K-12) **http://www.americaschoice.org**	Headquarters 555 13th Street, NW Suite 500 West Washington, DC 20004 Tel. 202.783.3668	District and state partnerships throughout the state	—Standards and assessments —Aligned instructional systems —Focus on literacy and mathematics —High-performance leadership, management, and organization —Professional learning communities	To create: Students who leave high school ready to do college work without remediation, schools we would want our children to attend and schools that can get all students to high standards, no matter where they start*	Supovitz, J.A., Poglinco, S.M., & Synder, B.A. (2001). Moving mountains: Successes and challenges of the America's Choice comprehensive school reform design. Philadelphia: Consortium for Policy Research in Education.	America's choice is a comprehensive, research-based design for K-12 schools that strives to make sure all students reach internationally benchmarked standards of achievement in English language arts and math.	Incorporates the most current second-language-acquisition research and methodology in all programs and reforms.
Coalition of Essential Schools www.essentialschools.org	CES National 1814 Franklin St. Suite 700 Oakland, CA 94612 510-433-1926		—Personalized instructions —Classroom environments of trust and high expectations —Multiple assessments —Achievement of equitable outcomes for students	"Guided by a set of Common Principles, CES strives to create and sustain a network of personalized, equitable, and intellectually challenging schools."*	Darling-Hammond, L., Ancess, J., & Ort, S.W. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. American Educational Research Journal,	Essential schools serve students from pre-kindergarten through high school in urban, suburban, and rural communities, and they are characterized by personalization, democracy and equity, and intellectual vitality and excellence.	

Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
			—Democratic governance —Community partnerships		39(3), P639-637.	CES practice is exemplified by small, personalized learning communities where teachers and students know each other well in a climate of trust, decency and high expectations for all.	
Co-nect (K-12) **www.co-nect.net**	Co-nect, Inc. 625 Mt.Auburn Street Cambridge, MA 02138 617-995-3196		—design based assistance for comprehensive K-12 school —customized online/on-site training and personal support —project-based learning —peer and progress review programs —leadership process for whole-school reform	To harness the power of technology to create projects that integrate skills across disciplines by using a comprehensive process that enriches learning, supports organizational change, and achieves the results that count.*	Ross, S.M, & Lowther, D.L. (2000) Impacts of Co-nect school reform design on classroom instruction, school climate, and student achievement in inner-city schools. Memphis, TN: University of Memphis, Center for Research in Educational Policy.	Co-nect schools focus on fostering high quality teaching and learning by offering programs at the school and district level which help with planning for improvement, curriculum mapping, data-driven decision making, technology integration, benchmarking and leadership training. This program also offers searchable online standards database and a project builder to assist teachers in aligning lessons to standards.	Co-nect schools also offer content specific materials targeted for urban, rural, high poverty, ELL and special education.
Expeditionary Learning Outward Bound **http://www.elschools.org**	100 Mystery Point Road Garrison, NY 10524 845-424-4000	Offices in NY, Boston, Tampa, Annapolis, Dubuque, Iowa, Yakima, Washington, Phoenix, & Puerto Rico	—Challenging, standards-based learning expeditions — instructional and assessment strategies in content area —Intensive on-site and off-site professional development —Regular review of classroom and school level implementation linked to student outcomes	To develop new schools that will engage students in learning, establish positive school culture, improve teaching and learning in all areas, engage parents and utilize community resources, integrate character development ad academic learning and bring out the best in all students*	Academy for Educational Development (1995). Expeditionary Learning Outward Bound Project. New York: Author.	Expeditionary Learning Outward Bound focuses on teaching and learning aligned with standards in order to build a culture of high expectations for all students. This is achieved by teacher collaboration, students staying with a teacher for more than one year, and intensive learning expeditions for students and staff.	ELOB provides key training materials in Spanish and Spanish marketing and training materials for a parental component within the school.

Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
First Things First www.irre.org	Institute for Research and Reform in Education 1420 Locust Street suite 7Q, Philadelphia, PA 19102 215-545-1335	Kansas, Louisiana, Mississippi, Missouri, and Texas	—Seven research based critical elements —Small Learning Communities —Family Advocate System —Instructional improvement focus on active engagement of students, alignment of what is taught with standards and high-stakes assessments and rigor	"To help students at all academic levels gain the skills to succeed in post-secondary education and good jobs. In the process, FTF helps districts and schools meet the requirements of No Child Left Behind."*	Klem, A.M. (2002) First Things First: A research brief on initial outcomes. Philadelphia, PA: Institute for Research and Reform in Education	School reform initiative for schools seeking to raise the academic performance of all students to levels required for post-secondary education. Focuses on building strong, long-lasting and mutually accountable relationships with staff, students and families, effective instructional practices to engage students, and allocating staff and funds to complete these goals.	
High Schools That Work (9-12) **http://www.sreb.org**	Southern Regional Education Board 592 Tenth Street NW Atlanta, GA 30318 404-875-9211	Member states include: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.	—Upgraded academic core —Common planning time for teachers to integrate instruction —Higher standards/expectations	"To help more students in each state graduate from high school and to ensure that all high school graduates are well-prepared for college or the workplace"*	Kaufman, P., Bradby, D., & Teitebaum, P. (2000) High Schools That Work and whole school reform: Raising academic achievement of vocational completers through the reform of school practices. Berekely, CA: University of California at Berkeley, National Center for Research in Vocational Development	"Southern Regional Education Board is a nonprofit, nonpartisan organization that helps government and education leaders in its 16 member states work together to advance education and improve the social and economic life of the region*" HSTW is a whole-school, researched based reform effort that blends college prep with quality technical/vocational studies. Staff works together to reorganize the school structure, share expertise with one another and assessment, evaluation and feedback drive reform.	

Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
Modern Red Schoolhouse **www.mrsh.org**	1901 21st Avenue, South Nashville, TN 37212 888-275-6774		—Differentiated instruction —Data based school wide planning processes —Alignment with state standards and assessments —Participatory governance structure —Integration of instructional technology —Parent and community partnerships	"To make all students high achievers in core academic subjects by building upon the virtues of traditional American education and incorporating modern technology, research evidence on how students learn best, the wisdom of teachers, and the involvement of parents who understand the needs of their sons and daughters."*	Berends, M., Kirby, S.N., Naftel, S., & McKelvey, C. (2000) Leadership in comprehensive school reform initiatives: the case of the Modern Red SchoolHouse. In J. Murphey and A. Datnow (Eds.), Leadership for school reform: Lessons from comprehensive school reform designs. Thousand Oaks, CA: Corwin Press	Modern Red School House assists schools and districts in achieving challenging goals through an array of customized professional development services. To help improve student achievement, we help schools build coherent curricula that are clearly aligned with state and local standards, improve teacher capacity to choose and implement effective instructional practices, and create collegial environments where the focus is on serving the needs of all students.	Each model has an opportunity to be modified for ELL and special education students as well as those in urban, rural, high poverty environments.
School Development Program www.comerprocess.org	55 Collage St. New Haven, CT 06510 203-737-4001	As of Sept. 2002, 800 elementary, middle and high schools use the Comer process	—Three team (School planning and management team, student and staff support, and parent team) —Three operations (comprehensive school plan, staff development plan, assessment and modification) —Three guiding principals (no-fault, consensus, collaboration) —Understanding and application of principals of child and adolescent development —Development of relationships between stakeholders	"The School Development Program is committed to the total development of all children by creating learning environments that support children's physical, cognitive, psychological, language, social, and ethical development."*	Cook, T.D., Murphy, R. F., & Hunt, H. D. (2000) Comer's School Development Program in Chicago: A theory based evaluation. American Educational Research Journal, 37(2), 535-597.	"The Comer Process provides a structure as well as a process for mobilizing adults to support students' learning and overall development. It is a different way of conceptualizing and working in schools and replaces traditional school organization and management with an operating system that works for schools and the students they serve."*	
Talent Development	Center for Social		—9th grade success academy	To improve achievement and other	Philadelphia Education Fund	"Talent Development High Schools is a comprehensive	This model was designed for

Name of Program	Contact Information	State	Main Component	Mission/Goals	Evaluation	Program Description	ELL services?
High School with Career Academies **http://web.jhu.edu/CSOS/tdhs/index.html**	Organization of Schools Johns Hopkins University 3003 North Charles Street, Suite 150 Baltimore, MD 21218 410-516-6423		—Career academies for grades 10-12 —Core curriculum in a four-period day —Transition courses in math and reading, 9th grade —Alternative after-hours program	outcomes for at-risk students in large high schools	(2000). The Talent Development High School: First-year results of the ninth grade success academy in two Philadelphia schools 1999-2000. Philadelphia: Author.	reform model for large high schools that face serious problems with student attendance, discipline, achievement scores, and dropout rates. The model consists of specific changes in school organization and management to establish a strong, positive school climate for learning; curricular and instructional innovations to transition all students into advanced high school work in English and mathematics; parent and community involvement activities to encourage college awareness; and professional development systems to support the implementation of the recommended reforms."*	large urban high-poverty high schools, and special education students.
Urban Learning Centers **http://www.lalc.K12.ca.us**	Urban Learning Centers 315 West 9th st. Suite 1110 Los Angeles, CA 90015 213-622-5237		—Thematic, interdisciplinary curriculum —Transitions from school to work to postsecondary education —Integrated health and human services on school sites —Collaborative governance model	To build learning environments where high-quality instruction is supported by a well-organized school that is strongly connected to the community	Aschbacher, P. & Rector, J. (1996) Los Angeles Learning Centers evaluation report: July 1994 to June 1995. Los Angeles, CA: Center for the Study of Evaluation	The ULC model for urban schools that calls for collaboration across the K-12 grades. Teaching models strive to create a more flexible and relevant approach for the student while staying within standards. This model also facilitates collaboration with local community resources.	This model was developed primarily to support large urban high schools with high proportions of ELL students.

Note: Northwest Regional Educational Laboratory (2004). Archived: NWREL Catalog of School Reform Models: Whole School Models retrieved on December 6, 2008 from www.nwrel.org/csdi/products/archived/catalog/ArchivedAbouttheCatalog.pdf.
*From program website

Appendix E: Promising Intervention Efforts and Programs for Latinos, National and in Washington State

Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
GEAR UP-UW Partnership **http://depts.washington.edu/gearup/index.html**	Phone: (206)616-6245 Email: gearupinfo@u.washington.edu	WA	—Summer Institute —Mentoring —Career and College planning activities	Part of a National effort to assist low income families and help students plan for higher education by increasing academic performance and preparation for post-secondary education for GEAR UP students. Increase rate of high school graduation and participation in Post-secondary education. Increase families knowledge of Post-secondary education options, preparation and funding.	University based pre-college Program for middle and high school students from low income backgrounds College Awareness and Readiness	Students, Parents and Families
GEAR UP Washington State University http://www.earlyoutreach.wsu.edu/flame/index.php?option=com_content&task=view&id=21&Itemid=69	WSU early outreach (509) 372-7298	WA	For Students: —Early Intervention —Tutoring —Technology Based Curriculum —Campus Visits —Motivational Speakers —Scholarship Assistance for select students For Parents: —ESL, GED and Citizenship Classes —Leadership Training —Educational classes	Part of a National effort to assist low income families and help students plan for higher education by increasing academic performance and preparation for post-secondary education for GEAR UP students. Increase rate of high school graduation and participation in Post-secondary education. Increase families knowledge of Post-secondary education options, preparation and funding.	University based pre-college Program for middle and high school students from low income backgrounds College Awareness and Readiness	Students, Parents and Families
Campana Quetzal http://campanaquetzal.org/	Executive Director Maria Ramirez mariagramirez	WA	—Pathways —Advocacy —Parent Education —Partnerships	Serving Latino students and eliminating the academic achievement gap. Engage students and Parents to	Padres Promotores-Parent involvement component that works with parents to engage with the school and staff effectively and advocate on behalf of	Students, Parents, Families

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
	@mac.com (206)218-9650		Campana advocates for students and parents in Seattle Public Schools and is beginning their Padres Promotores program to train parents to become advocates for their children.	advocate for the success of Latino students in Seattle Public Schools.	the student.	
Latina/o Educational Achievement Project (1998) http://www.leapwa.org/index.htm	Phone: (206) 870-3710 Email: info@leapwa.org	WA	— Leadership Conference and Legislation Day —Student Leadership Forums —Public Education Workshops —Advocating at State Legislature —Educating and advising parents how to create change in community using government channels	Improve academic achievement of Latina/o students in Washington state. All students will graduate from high school with the skills, knowledge and confidence needed for success in postsecondary education or in today's information age and technology-driven workplace.	Annual LEAP conference on Advocacy related to educational equity Student Leadership Conferences Parent Conferences	Students, Parents, Families and Community Members
El Centro de la Raza (1972 Seattle, WA) http://www.elcentrodelaraza.com/index2.htm	Phone: (206) 329-9442	WA	—After school program —Jose Marti Child Development Center —Employment Support —ESP and Citizenship Classes —Financial Literacy —Food and Meals —Home Ownership —Housing —Legal Clinics —Parent Support —Senior Services —Youth Services Their mission statement shows the organizations commitment to providing services in a culturally competent manner to Latina/os and other low-income population and commitment to serving multi-ethnic and multi-racial people of color. Along with their youth programs,	Build Unity across all racial and economic sectors to organize and empower and bring justice, dignity, equality and freedom to all the peoples of the world. Provide services in a culturally competent manner to Latino and other low income families and individuals of all ages.	Multiple ages are served: Students from low income families for Luis Alfonso Velasquez Flores afterschool Program Seattle Team for Youth-Students who are “at-risk” of dropping out. Serves students ages 11-21 Jose Marti Child Development Center is a bilingual, multicultural and early childhood educational center Activities in the After school Program include areas of study-language and mathematics. Other activities include music, arts and nature. Youth Programs: Seattle Team for Youth offers case management services to focus on youth who are at-risk of dropping out of school or have dropped out of school, have low school attendance, are behind	Students, Parents, Community Members and families particularly low-income families and individuals

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
			they have offered a parent component for the families of the students they serve in conjunction with the programs. The Jose Marti Child Development Center (JMCDC) at El Centro is a bilingual, multi-cultural early childhood and educational center with a focus to involve families to build stronger communities. They also provide programs for middle school and high school students at school sites to empower them to succeed in their education through Proyecto Saber, the Seattle Team for Youth and Hope for Youth programs. The programs consist of a parent component as well as offer students high school to earn credit for poetry and Latina/o history courses.		in credits, failing grades or disciplinary issues. Proyecto Saber and Hope for Youth offers Poetry /Spoken Word and Latina/o History courses for school credit within middle schools and high schools in Seattle. Jose Marti Child Development Center has three goals: 1. Enhance the physical, emotional, social and intellectual potential of our children. 2. Build self-awareness, self-esteem and cultural pride. 3. Involve families in efforts to build stronger communities of diversity	
Community to Community (2003 Bellingham, WA) http://foodjustice.org/wp/index.php	Phone: (360)738-0893	WA	—Mujeres para un pueblo sano (Women for a Healthy Community —Las Margaritas-cooking cooperative —Cocinas Sanos (Healthy Kitchens —De Colores Youth Mentoring Project	Women led, place based, grassroots organization working for a just society and healthy communities. Commitment to building strategic alliances and commitment to systemic change through the empowerment of under-represented peoples, develop cross-cultural awareness, restore justice to food, land and cultural practices and promote community relationships towards self reliance.	The youth programs-Raices Culturales Multi-Cultural Youth Mentoring Program, De Colores and Capturing Change Girls Video Project-reach out to youth through the arts and mentoring.	Community members, Students and Parents
Eastside Latino Leadership Forum	Phone: (425) 452-7194 or (206) 669-5098	WA	—Education and Training —Access to social and community services for Latinos —Health Care access	To empower Eastside Latinos through networking, education and training	Individuals who wish to make a difference by filling the civic leadership void.	Community

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
http://www.ellf.org/	Email: info@ellf.org		—Voter registration —Networking —Communications	Increase visibility of Latinos in the community, develop leadership, advocacy, increase representation on the local level Maintain culture while creating cohesiveness among Latinos Enhance educational and employment opportunities for Latinos		
Community in Schools http://www.cisnet.org/default.asp	Phone: 1-800-CIS-4KIDS	National & WA	"Five Basics" —Mentoring —After school and extended hours programming —Mental Health Counseling, Family Strengthening Initiative, Health Care service and support for Teen Parents —Training and college/career preparation —Community Service	Connecting schools with community resources	Community Model-partner with families, schools and community leaders to create a support system for students. Work in Partnership with	Students, Parents and Families
AVID (1980) http://www.avidonline.org/		CA and several other states	—AVID Curriculum —Trains AVID faculty —Tutors and Encourages parents to be involved thought workshops —Guest Speakers —Field Trips	College preparatory program that enables disadvantaged secondary students to success in rigorous curricula, enter mainstream activities in school and increase their opportunities to enroll in four-year colleges.	Program can be taken during four years of high school and students are "untracked" into college prep courses. Field trips and Guest speakers are part of the program. More than 2,300 schools in 40 states and 15 foreign countries More than 200,000 students graduated from AVID programs	Students, Parents and Families
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) http://www.ed.gov/	U.S. Department of Education Phone: 1-800-USA-LEARN (1-800-872-5327)	National	—Upgraded academic core —Common planning time for teachers to integrate instruction —Higher standards/expectations	To encourage more young people to have high expectations, stay in school, study hard and take the right	Increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high poverty middle and high schools. Serves cohorts beginning no later than seventh grade and follows	Students, Parents and Families

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
programs/gearup/index.html				courses to go to college	the cohort through high school. Also provides funding for scholarships	
Upward Bound http://www.ed.gov/programs/trioupbound/index.html	U.S. Department of Education Phone: 1-800-USA-LEARN (1-800-872-5327)	National	—Instruction in Math, Laboratory science, composition, literature, foreign language —Academic/Financial and personal counseling —Exposure to Academic programs and personal counseling —Tutoring —Mentoring —Information on postsecondary educational opportunities —Assistance in college and financial applications —Work Study opportunities	Increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education	Increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education	Students, Parents and Families
PIQE Parent Institute for Quality Education (1987) http://www.piqe.org/	Contact Form website: http://piqe.org/Assets/Home/Contact.htm	CA	—PIQE's Parent Involvement Training classes Parents are encouraged to help their children succeed in school; the program has graduated 375,000 parents statewide. During the planning session of their academies, they let the parents have a say in what it is they would like to learn.	To bring schools, parents and community together as equal partners in the education of every child to provide all students with the option and access of a postsecondary education.	PIQE strives to create a home learning environment, help parents navigate the school system, collaborate with teachers, counselors and principals, encourage college attendance and support a child's emotional and social development. The courses are offered during nine weeks and are offered in both morning and evening sessions, Parents choose when they can attend. The classes are offered in 14 different language. Planning sessions involves parents in deciding the curriculum in asking the parents what it is they would like to learn. During the past 20 years PIQE has graduated 375,000 parents from its basic nine-week parent involvement program and impacted more than	Parents

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
					1,000,000 students	
Puente (1981) http://www.puente.net/	Phone: (510) 987-9548 Email: puente@ucop.edu	CA	—Writing, Counseling and Mentoring —High School Program —Community College Program	High School Program includes a two-year English class taught by the same Puente teacher to the programs 9th and 10th grade students. Classes are supportive/community environment. The Curriculum integrates Mexican American/Latino and other multicultural literature and themes within a college preparatory framework. In the community college program the courses begin with a developmental English class and the second portion is a college transfer level English course. Counseling Component includes trained Puente counselors to work with students to help them develop goals and educational plans, counselors also arrange college visits and field trips. Mentoring component includes motivating students to return to their community upon earning their degrees. In the community college, Puente team members match the students with mentors from the local professional communities.	High School Program includes a two-year English class taught by the same Puente teacher to the programs 9th and 10th grade students. Classes are supportive/community environment. The Curriculum integrates Mexican American/Latino and other multicultural literature and themes within a college preparatory framework. In the community college program the courses begin with a developmental English class and the second portion is a college transfer level English course. Counseling Component includes trained Puente counselors to work with students to help them develop goals and educational plans, counselors also arrange college visits and field trips. Mentoring component includes motivating students to return to their community upon earning their degrees. In the community college, Puente team members match the students with mentors from the local professional communities.	Students

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
Chicano/ Latino Youth Leadership Project inc. (CLYLP) (1982) http://www.clylp.com/s/107/start.aspx	Phone: (916) 446-1640 Email: contactus@*clylp*.com	CA	—Annual Youth Leadership Conference focuses on three C's College, Cultural and Community —Community Regional Conference in Los Angeles and Central Valley (Fresno) region of CA. Annual conference focuses on college, culture and community. Students become part of a statewide/national alumni network that consists of many previous conference participants who have gone on to colleges and Universities. CLYLP has regional conferences in the Los Angeles and Central Valley regions.	CLYLP was organized in 1982 with the primary purpose of preparing students to participate in California's economic, social and political development. CLYLP is guided by the overall theme of "future leaders" and the conference emphasizes the importance of culture, community, college and careers. Since it's inception over 2,000 students have gone through the program, creating a supportive alumni network (CLYLP familia) throughout California and the United States.	CLYLP offers a free leadership conference to 120 high school students from throughout the state of California. The conference is housed on the campus of California State University Sacramento. The participants attend workshops and seminars that enhance their leadership skills, academic preparedness, self-esteem, cultural awareness and provide an understanding of state and local government. Students visit the state capitol and participate in a mock legislative hearing. Housing, meals, program materials and transportation to and from the conference are provided at no cost to participants or their families.	Students and Community
Barrios Unidos (1977) http://www.barriosunidos.net/	Phone: (831) 457-8208	CA and Nation	—Cesar E. Chavez School for Social Change —Community Outreach —Community Economic Development	To prevent and curtail violence amongst youth within Santa Cruz County by providing them with life enhancing alternatives. Restore the lives of struggling youth while promoting unity amongst families and neighbors through community building efforts.	Cesar E. Chavez School for Social Change is an alternative high school whose mission is to educate and develop youth leaders to encourage and empower youth to become positive models of social change in our communities. Transition students back to comprehensive schools and experience higher education opportunities in local colleges and universities. Develop parent participation and leadership Through the community outreach component at select schools Barrios Unidos counselors are on site providing case management and exposing students to academically enriching opportunities.	Students and Community
Posse Foundation http://www.possefo	Phone: (212) 405-1691	National in six major	—Eighth month pre-collegiate training program —Provides scholarship funding	To train the leaders of tomorrow	Uses a cohort model to engage students as early as their freshman year to train them in leadership and prepare them	Students

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
undation.org	Email: info@possefoundation.org	cities			for college. Students participate in academic "boot camps" to raise their achievement levels, prepare for the SAT and assemble their college applications. Upon entry into Posse, a student is guaranteed a level of	
ENLACE Engaging Latino Communities for Education	Phone: (269) 968-1611	National in seven states	—Increase numbers of Latino graduates from high school and college —Creating partnerships with Colleges and Universities, K-12 schools, community based organizations, students and parents	Increase the number of Latino high school and college graduates.	Multi-year initiative to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college	Students, Parents and Families
Step to College-The Urban Teacher Pipeline http://cci.sfsu.edu/taxonomy/term/66		CA	—College courses for high school students who are historically under-represented —Help students fill out University applications for admissions and financial aid —When available provide scholarship support	Increase high school graduation and college admission rates of historically disadvantaged students. Long term goal is for students return to the Oakland community as classroom teachers. The program encourages students to become teachers.	Students are seniors and take courses in a cohort model in critical thinking, academic literacy and technology and other college prep courses that receive 12 units of transferable credit from SFSU. Courses are taught by University faculty From the Step to college some students may join the Urban Teacher pipeline where they will attend SFSU, receive financial and mentoring support as well as a laptop computer and participate in cohort activities	Students

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Name of Program	Contact Information	State	Main Component	Mission/Goals	Program Description	Who is Served?
College Bound Scholarship Washington Higher Education Coordinating Board www.hecb.wa.gov/collegebound	Phone: 1-888-535-0747 CollegeBoundScholars@hecb.wa.gov	WA	—Scholarship support that covers the amount of money that is not covered by other state financial aid —Provides students with $500 for books	Encourage students to be college bound.	Scholarship for higher education for students in the State of Washington, students must apply as 7th and 8th graders. Scholarship will be used for tuition and books. Student's family must meet income eligibility requirements. Student must sign pledge and complete application while in 7th or 8th grade. Students have to fulfill the requirements to be eligible which also include graduating from a WA high school, maintaining a 2.0, being a good citizen and staying crime free, apply for admission to an eligible college in WA, Complete the FAFSA and be a resident of WA.	Students and Families

APPENDIX F: Proyecto Accesso Research Team Bios

The Research Team for Proyecto Acceso is comprised of two faculty members, as well as Doctoral, Masters, and Undergraduate Chicano/Latino students who are enrolled at the University of Washington. The research team has experience in working with students, community organizations and parents in their work and volunteer efforts. The Proyecto Acceso student team in particular, represents the next generation of faculty for the state of Washington and the United States.

Frances E. Contreras, Principal Investigator of Proyecto Acceso
Dr. Frances Contreras is an Assistant Professor at the University of Washington in the College of Education in Leadership and Policy Studies. Dr. Contreras presently researches issues of equity and access for underrepresented students in the education pipeline. She addresses transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education and the role of the public policy arena in higher education access for underserved students of color.

Dr. Contreras has conducted research using the College Board Data on Latino high achievers in the United States, and data on the UC system using individual applicant and admission profiles at select UC Campuses. She has recently completed a manuscript with P. Gandara, "The Latino Education Crisis: The Consequences of Failed Social Policies," (Harvard University Press). In addition to publishing in journals such as *Educational Policy and the Journal of Hispanics in Higher Education*, she is currently completing Her second manuscript (sole author) *The Brown Paradox: Latinos and Educational Policy in the United States* is currently under contract with Teachers College Press.

Dr. Contreras serves on the Board of the Harvard Journal of Hispanic Policy, the Journal of Advanced Academics, and has been appointed by Mayor Nickels as a member of the Families and Education Levy Oversight Committee for the City of Seattle. Dr. Contreras received her Ph.D. from Stanford University in Educational Administration & Policy Analysis, Master of Education from Harvard University, and B.A. from University of California, Berkeley.

Karen Diaz from Seattle Washington (Doctoral Student, 1st yr)
Karen Diaz O'Reilly was born and raised in Honduras, where she began my studies in the field of Special Education at the Universidad Pedagogica Nacional. In two occasions, she has been a Fulbright recipient, opportunities that allowed her to complete her undergraduate studies at the University of Nebraska as well as obtaining a Master's degree in Special Education at the University of Vermont. In my ten years of experience in the field of education, she has served in different roles including: special educator, classroom teacher, and faculty. Education is her passion, and creating and supporting learning environments that ensure equitable opportunities for *all* students to grow and succeed, in particular for students who have been historically excluded, is of importance to her personally and professionally. Experiences, in both Honduras and the U.S. have affirmed her research interest in two related issues: a) the educational experience of underserved minority students, in particular immigrants and linguistically and culturally diverse students and b) the preparation of teachers in the face of increasingly diverse classrooms.

Monica Esqueda (Master's student 2nd yr) from San Diego, CA
Monica received my bachelor's degree in Human Development in 2006 from the University of California, San Diego, and is currently pursing a master's degree in Educational Leadership and Policy Studies at the University of Washington. Monica's research focuses on the collegiate experiences and barriers for students with military service backgrounds. Professionally Monica spent two and a half years working in student services with transfer students. She also worked with the Upward Bound program, a program she was also involved in during high school, as a summer staff member. After graduating she spent a year working as the Assistant to the VP of Admissions/Outreach Coordinator at a small regional college in California. Monica also worked as a graduate student reader for the office of undergraduate admissions at the University of Washington.

Luis Ortega, Zesbaugh Scholar, University of Washington Undergraduate Student
Luis Ortega was born and raised in Mexico City. He is currently a junior at the University of Washington, where he plans to double major in Political Science and Economics. He served as President of the Latino Student Union and he is currently serving in the Student Adviser position. He also served as Director for the 2008 Yakima Valley Latino Youth Leadership Conference. Luis is also an active participant in the Mathematics Engineering Science Achievement Program. Luis plans to attend the London School of Economy and Political Science and obtain a Masters in Public Administration following his graduation from the University of Washington.

Irene Sanchez (Master's Student—1st Yr)
Ms. Irene Sanchez served as a College Facilitator for the University of California Santa Cruz Educational Partnership Center as a College Facilitator for the GEAR UP program at Pajaro Valley High School in Watsonville, CA prior to coming to UW. Previously she worked for Migrant Education in Monterey County in a program for out of school migrant youth as a Teacher's Assistant and live in residential adviser. Irene presently volunteers for the Chicano Latino Youth Leadership Project's (CLYLP) summer leadership institute in Sacramento California. Ms. Sanchez's recently completed thesis is a case study based on ten interviews she conducted over the course of a year on Latina/o transfer students at the University of California Santa Cruz and their transition from the California Community College system to the University. Irene Sanchez received her Bachelor's Degree in Sociology and Latin American/Latino Studies from the University of California Santa Cruz in 2008 and her Associates of Arts Degree in Social Sciences from Riverside Community College in 2005.

Dr. Tom Stritikus, Associate Professor, College of Education, University of Washington

Dr. Stritikus examines the daily practice of teachers and learners through the macro policy and social contexts surrounding the education of immigrant students. Dr. Stritikus focuses on the educational realities of students, and doing so has brought him in close collaboration with students and parents, teachers, principals, and district and state-policymakers. His involvement with these groups has strengthened his commitment to improve educational policies and practices for culturally and linguistically diverse students. He has worked with districts throughout the state to help them improve instruction and learning for Latino students.

Dr. Stritikus' work has appeared in juried journals aimed at policymakers and researchers interested in bilingual/ESL education (*Bilingual Research Journal, International Journal of Bilingualism and Bilingual Education*, and *Journal of Language, Identity, and Education*) and broader audiences of researchers,

policymakers, and practitioners (*Teachers College Record, Journal of Teacher Education, Educational Policy*, and *American Educational Research Journal*).

Kathryn Torres (Doctoral Student, 1st yr)
Kathryn Torres is a doctoral student studying issues of equity and access in education for Latino youth at the University of Washington where she plans on analyzing Latino students early disconnect from higher education pipelines in early adolescence. Kathryn participated in AmeriCorps' Communities in Schools in Austin in 2005-2006. Her experiences working with low-income Latino youth in education motivated her to receive her M.Ed at Harvard '08 with a focus on Risk and Prevention. There she co-authored a manuscript for submission to JSI entitled "Negotiating the American Dream: Family-School Relations, Achievement, and Aspirations among Latino Adolescence" with Professor Nancy Hill, Ph.D.

Arthur Sepulveda, Zesbaugh Scholar, University of Washington Undergraduate Student
Arthur is a junior at the University of Washington. He is double majoring in History and American Ethnic Studies, with a minor in Education Learning & Societies. He was born in Indio, California, but group up in Lynnwood, Washington. He is a brother of Omega Delta Phi Fraternity Inc. which is a Latino based fraternity. Arthur is also a member of Latino Student Union. He is a Costco Diversity scholar, as well as a Zesbaugh Scholar. Arthur is also committed to community service and is a tutor at Ingraham high school. He plans to become a History/Social Studies high school teacher, and then later become a Superintendent here in Washington.

Barbara Guzman, Policy Director, LEAP
Barbara Guzman served as a consultant to this project. Barbara has been an intern with the Migrant and Bilingual Regional Office in North Central Washington in the summer of 2005. Recently, Barbara has also worked at South Seattle Community College under the General Studies department, researching the bilingual needs for the community's students in 2006-7. Barbara has worked with LEAP since the fall of 2006. Barbara's area of concern is on Latino secondary students in Washington State looking at the major topics concerning these students such as low socioeconomic, migrant & bilingual education and the WASL. She is originally from North Central Washington so as most others from this region, she feels a personal commitment to Washington's students. She is also interested in data and research at the state level and creating better data management systems to monitor student progress and collect accurate information. Barbara graduated from the University of Washington with a BA in Political Science and Latin American Studies in 2004. Barbara received an MA from the Evans School of Public Affairs in 2006, focusing on Social and Educational policy. Her MA degree project on the Secondary Education of Migrant Youth's students who have gone through the Student Leadership Program.

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