

Achievement Gap Reports – Summary of Recommendations (9/10/09)

Asian Americans

Recommendations /Goals	
1.	<p>Adopt a Data Collection, Research, and Evaluation Plan.</p> <ul style="list-style-type: none"> • Implement systematic data collection that can provide accurate, precise, and quality information on students’ demographic backgrounds and academic outcomes. • Collect disaggregated data by Asian American ethnic subgroups and within student subgroups for any meaningful analysis of their academic participation and performance. Alone aggregate data is incomplete. • Develop standard forms for students’ demographic information, including ethnicity and language, from enrollment to graduation records, from schools through districts to OSPI to ensure consistency across different data sets. • Establish data linkages between the CSRS and other data sets, including WASL, to enable the examination of various student factors that contribute to their educational outcomes and academic achievement, both comparatively and longitudinally. • Engage a community-based advisory group to advise on data development and research questions about academic achievement that are meaningful for schools and Asian American communities. • Conduct follow-up of students who drop out of and who graduate from Washington State high schools. Such studies are critical to understanding the short-term and long-term consequences of schooling in the State.
2.	<p>Create a Seamless Pipeline Pre-K Through 16.</p> <p>Include Asian Americans, with particular attention to at-risk groups, in all academic and co-curricular programs, from early education (such as Thrive by Five) through K-12 and on to college access, information, and recruitment opportunities.</p> <ul style="list-style-type: none"> • Collaborate with community-based organizations to increase resources, including linguistic and cultural experts, and to identify families and ethnic groups who can most benefit. • Consult with Asian American teachers, counselors, administrators, other school personnel, and specialists on Asian American education. • Develop partnerships with higher education, including 2-year and 4-year institutions. • Collect and analyze aggregate and disaggregated data on Asian American student participation, performance and outcomes at all levels, pre-k-16.
3.	<p>Broaden and enhance Measurements and Accountability.</p> <p>Given that single (high-stakes) measurements tend to demoralize students and limit teacher effectiveness, the following are recommended:</p> <ul style="list-style-type: none"> • Balance cognitive-based measurements with assessments using other forms of knowledge acquisition and skill building, such as social emotional learning. • Adopt qualitative ethnographic studies along with quantitative data about student progress and performance. • Inform students and families about measurements, standards, performance, and related matters in culturally responsive ways. • Review assessment methods and materials to ensure they are free of cultural biases.

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	<ul style="list-style-type: none"> Engage with all stakeholders—students, families, communities, educators, specialists, and others at local, regional and national levels to ensure measurements are appropriate, meaningful, and positive, not punitive.
4.	<p>Foster Culturally Responsive Approaches</p> <p>Develop and implement a strategic plan that encourages the cultural responsiveness of the school system to Asian Americans and all racial and ethnic minority groups so the system is positive, individualized, free of stereotypes, and views them as assets.</p> <ul style="list-style-type: none"> Address institutional barriers such as discrimination, bullying, stereotyping, and inappropriate testing that create a hostile school climate and disengage students from learning in the classroom or participating in school activities. Incorporate culturally responsive teaching and curricula that include appropriate material on Asian American groups and capitalize on students’ cultural backgrounds. Recruit, retain, and advance effective teachers and administrators from Asian American communities. Train all teachers and administrators to work more effectively with diverse groups of Asian American students and their families.
5.	<p>Adopt Effective ELL Programs.</p> <ul style="list-style-type: none"> Adopt effective ELL programs, and, support the programs for the necessary time that students need in order to achieve academic English proficiency. Enhance equal access for ELL students to information, programs, and opportunity for higher education. Ensure that all Asian American students who are ELL students or who could benefit from such programs are well served in them. Employ highly effective and well-trained bilingual/ESL teachers and counselors.
6.	<p>Address Teacher Quality and Effectiveness</p> <p>Teachers should expect success for all children regardless of their ethnicity, primary spoken language, socioeconomic status, family configuration, age, religion, ability, gender, and physical characteristics. Schools need to support and reward teachers who demonstrate effectiveness in closing Asian American achievement gaps. We encourage teachers engaged with Asian American students to:</p> <ul style="list-style-type: none"> Initiate positive, interactive relationships with families and communities as they participate in their children’s education. Know students by gaining greater knowledge of Asian American ethnic groups, their histories and cultures here in the United States and in their ancestral countries. Incorporate such information in the classroom and related school activities. Use multiple teaching styles to support students’ different learning styles. Provide all students with access to challenging and engaging curricula.
7.	<p>Engage Asian American Families in Schools.</p> <p>Greater effort needs to be made to engage parents in ways that are meaningful to them; school-defined involvement is not enough. To be more welcoming, schools can, for example:</p> <ul style="list-style-type: none"> Recognize families’ rich and varied backgrounds and life experiences. Hold information meetings for families on community sites with translators and eliminate language barriers in print materials and at meetings. Provide families with needed information to navigate the U.S. school system.

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	<ul style="list-style-type: none">• Hire family advocates and parent academic liaisons, as utilized, for example, by the Shoreline School District, to bridge relationships between teachers and families.• Collaborate with Asian American community groups and community-based organizations to enhance resources and to make connections with families.
8.	<p>Strengthen School-Community Partnerships.</p> <p>Partnerships and resource sharing can enhance the work of both schools and communities. The operative word in this recommendation is <i>partnerships</i>. Ethnic organizations have other resources, including cultural and heritage language supports.</p> <ul style="list-style-type: none">• Utilize the wide-ranging networks and experts within Asian American community groups to assist in closing the achievement gaps.• Engage the community-based organizations that have skills and experience in working with Asian American families, youth, and their issues.

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Pacific Islanders

Recommendations /Goals	
1.	<p>Develop and implement a strategic plan that fosters the cultural responsiveness of the school system.</p> <p>A comprehensive plan should include:</p> <ul style="list-style-type: none"> • Institutional changes that effectively reduce the barriers that deter Pacific Islander students from reaching their academic potentials. Institutional barriers are factors (i.e., discrimination, bullying, stereotyping, and inappropriate testing) that create a hostile school climate that disengages students and their parents from learning in the classroom or participating in school activities. • Cultural-based education (CBE), shown to be effective among some groups, should be considered as one possible intervention in overcoming some of these institutional barriers. • Recruitment and retention of teachers and administrators from Pacific Islander communities. • Training teachers and administrators to more effectively teach Pacific Islander students and work with their families.
2.	<p>Initiate more extensive partnerships with existing Pacific Islander community groups.</p> <p>Such groups, including the Multi-Ethnic Think Tank, Pacific Islander Community Advisory Group, and the Asian American Community Advisory Group, have extensive community networks that make them potentially strategic partners in helping schools meet the educational needs of Pacific Islander students.</p> <ul style="list-style-type: none"> • The operative word in this recommendation is the term <i>partnership</i>.
3.	<p>Ensure that Pacific Islanders, with particular attention to groups at-risk, are included in all academic and co-curricular programs, from early education (such as Thrive by Five) through k-12 and on to college access, information, and recruitment opportunities.</p> <ul style="list-style-type: none"> • Collaborate with community-based organization: (1) increase resources, including tapping linguistic and cultural experts, and (2) indentify families and ethnic groups who can most benefit. • Hold information meetings for families on community sites with translators. • Consult with Pacific Islander teachers, administrators, other school personnel, and specialists on Pacific Islander education. • Develop partnerships with higher education institutions (2-year and 4-year colleges). Key units include: teacher education, ethnic studies, social work, and student affairs, all of whom have some students who are interested in K-12 experiences. Pacific Islander students, in particular, can serve as role models.
4.	<p>Develop and implement a research and evaluation plan that assesses the reduction of the achievement gap over time.</p> <ul style="list-style-type: none"> • Disaggregate the different Pacific Islander groups in data collection and analyses to the extent that it does not compromise concerns about confidentiality. As shown in the report, there are substantive differences among the different Pacific Islander ethnic groups. Without this disaggregation, it will be difficult to know whether any changes in academic indicators are for all ethnic groups or for only a few. • Establish data linkages between the CSRS and other data sets, including the WASL. We found discrepancies in data elements, such as

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in ethnicity and school district, for the same students when different data sets were compared. Work should begin to ensure that data are consistent across data sets and that linkages can occur. Without such longitudinal data, efforts to examine the factors that contribute to improvement over time will be severely limited.

- In consultation with Pacific Islander groups, identify research questions about academic achievement that are meaningful for the schools and Pacific Islander communities.
- Conduct follow-up of students who graduate from Washington State high schools.

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Latinos

Recommendations /Goals	
1.	<p>Comprehensive Data System & Evaluation Framework</p> <ul style="list-style-type: none"> • 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. • 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.
2.	<p>Student Support</p> <ul style="list-style-type: none"> • Increase access to curricular resources for Latino students to accelerate learning and support academic achievement. • 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. • Remove the use of the WASL as an exit exam for high school graduation.
3.	<p>Teacher and Instruction</p> <ul style="list-style-type: none"> • 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. • 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 certificate. • Require current teachers to participate in cultural competence training and support teachers to attend these professional development opportunities both locally and nationally. • 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. • 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.
4.	<p>Promote Parent Engagement and Involvement</p> <ul style="list-style-type: none"> • Foster a welcoming environment for Latino parents with schools, by addressing the cultural and linguistic needs of parents. • 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

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	<p>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.</p>
5.	<p>Develop a Seamless P-20 Continuum</p> <p>Establish a foundation for a seamless continuum to college for Latino students.</p> <ul style="list-style-type: none">• 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 HB 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 HB 1079 students to compete for state-funded need grant financial aid.

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African Americans

Recommendations /Goals

This report was presented as a plan with overarching policy and systemic recommendations, specific goals with benchmarks, and, an implementation plan with a phased-in timeline. Five key areas for change were identified by the advisory committee as they developed the plan:

- **Teacher Quality**

“The main policy task is to leverage incentives attuned to the current labor market, to produce more and better candidates, to recruit teachers into struggling schools, and to keep them there long enough to make a difference.”

- **Teaching and Learning**

“What African American students need is exactly what all students need. They need teachers and school leaders who have high expectations of them. They need rigorous and relevant curriculum that engages, challenges, and connects them to the world they know with the world they need to know.”

- **School and District Leadership**

“To be effective, leaders must have high expectations of all students and teachers, and a high degree of awareness of their own culture and the culture of others. These leaders must be able to mobilize students’ cultures as a force for learning, and they must reach out to engage parents and communities to support educational excellence.”

- **Student Support**

“Expanded school guidance programs are needed to focus on the positive development of student attitudes and habits of mind that lead to success in school life.”

- **Family and Community Engagement**

“If the achievement gap is to be closed, family involvement must be considered a legitimate and integral part of public education in the State of Washington.”

These key areas have been embedded in the following recommendations. In addition, this plan states six assumptions that needed to be upheld in order for the recommendations, goals, and strategies in the plan to be successful. Among the assumptions was a clear discussion for **better data**. The report issued a call for the State Board of Education to “ensure that summative assessment instruments such as the [WASL] provide sufficient data to accurately and reliably report disaggregated student progress.”

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1.	<p>Recommendations for Policy and Systemic Change</p> <ul style="list-style-type: none"> • Include specific language in RCW 28A.150.210, the state’s Basic Education Act, that spells out the requirement for all Washington P-12 students to be provided an “excellent and equitable” education. • Expand the state’s definition of Basic Education to include early learning for three- to five-year olds at risk of not meeting state learning standards, as recommended by the Joint Task Force on Basic Education Finance. • Revise the State Board of Education’s School Improvement Plan requirements under WAC 180-16-220 to require districts and schools to close achievement gaps. • Establish in CISL (Center for the Improvement of Student Learning) an appointed, statewide achievement gap oversight committee to monitor the implementation of school and district plans to close the achievement gap for African American students. • Direct the Higher Education Coordinating Board, OSPI, the State Board of Education, and the Workforce Training Board to collaborate in revising existing, and in developing new, agreements to increase college access and technical career opportunities for African American students. • Establish collaboration between higher education and school districts to co-create and co-deliver pre-service and in-service programs with an emphasis on school climate, engaging diverse classrooms, and instructional strategies for diverse students.
2.	<p>Goal 1: Teacher Quality</p> <ul style="list-style-type: none"> • By 2014, all school districts ensure that teachers, staff and administrators in schools with 20 percent or more African American students are qualified, trained and effectively meeting the academic, cultural and social needs of these students. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • By 2014, establish and fund a performance pay system with incentives for high quality teachers to work in schools with high concentrations of African American students. • By 2014, increase the number of National Board Certified teachers by 25 percent in schools with 20 percent or more African American Students.
3.	<p>Goal 2: Early Learning</p> <ul style="list-style-type: none"> • By 2014, provide all African American children, birth to five, with high quality and academically focused early education to prepare them for success in school. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • By 2010, elementary schools with 20 percent or more African American students, establish a baseline of kindergarten readiness, as measured by the state adopted kindergarten assessment tool. • By 2011, elementary schools with 20 percent or more African American students will annually collect readiness data to determine if entering kindergarteners are improving in readiness skills. • By 2014, elementary schools with 20 percent or more African American students will increase partnerships with preschool programs by 20 percent.

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4.	<p>Goal 3: Graduation Rates</p> <ul style="list-style-type: none"> • Increase the on-time and extended graduation rates for African American students to reach parity with the highest-performing demographic group by 2014 and to achieve a 100 percent graduation rate by 2018. All graduates should be work- and college-ready without need for remediation. <p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • By 2018, increase Advanced Placement participation rates to reach parity with the highest performing demographic group. • By 2018, increase PSAT participation rates to reach parity with the highest performing demographic group.
5.	<p>Goal 4: Post-Secondary Education and Job Training</p> <ul style="list-style-type: none"> • By 2018, increase the number of African American students entering and completing post-secondary education and/or job training to be at or above parity with the highest-performing demographic group and to achieve 100 percent participation by 2024. <p><u>Benchmarks:</u> The following are listed with 2012 beginning benchmarks which incrementally increase to the 100 percent participation rate by 2024.</p> <ul style="list-style-type: none"> • Increase post-secondary entrance rates • Increase post-secondary completion rates for 4-year public colleges • Increase post-secondary completion rates for 4-year private colleges • Increase post-secondary completion rates for 2 -year public colleges • Increase post-secondary completion rates for 2-year private colleges
6.	<p>Implementation Recommendations:</p> <ul style="list-style-type: none"> • Provide resources to achievement gap districts (those with 20 percent or more African American students) to revise and implement district improvement plans to the close the achievement gap for African American students. • Develop and implement K-12 demonstration Millennium Schools focusing on the science, technology, engineering, and mathematics (STEM) areas.

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Native Americans

Recommendations /Goals	
	<p><i>Section 7 of the report presents a “Comprehensive Education Plan to Increase Native American Educational Achievement” which includes various goals (such as achievement and success goals) and recommendations; they are embedded in the following areas.</i></p>
1.	<p><i>Teachers, Administrators, School Boards, and Tribes</i> <i>Teachers, administration, and governance can benefit from cultural competence, a status of a school district’s understanding of the unique place-based attributes of the communities they serve.</i></p> <p>Develop relationships between school districts and tribes</p> <ul style="list-style-type: none"> • Teachers, administrators and school boards will have access (by 2010) and a working knowledge (by 2020) of resource materials and strategies pertaining to Native American educational achievement and attainment in Washington. • All tribes and Indian education programs will have access (by 2010) and a working knowledge (by 2020) of resource materials and strategies on working with public school districts. • Two-thirds of tribes will have entered into government-to-government relations with public schools on or near their reservation boundary by 2012. By 2015 all tribes will have entered into relations with public schools. • <i>Native language, culture and history will eliminate the achievement gap. State and school districts will share control over the mission, scope and influence of the education system with tribal governments and Indian education organizations.</i> • <i>By using place-based education, elders, Native community members, family members and parents, along with their children, teachers, and administrators could work together to develop, implement, and evaluate authentic learning experiences that actively engage Native and non-Native students.</i> • <i>Mentors and role models are essential, especially because many youth and adolescents, due to circumstances beyond their control, want to do something with their lives but have obstacles that may interfere with their ability to thrive.</i> <p>Teacher preparation and administrator programs</p> <ul style="list-style-type: none"> • Provide resources for pre-service and in-service educators and stakeholders. • All teacher preparation and administrative certification programs in Washington will provide resource materials within the curriculum pertaining to Native Americans in Washington (by 2012). • <i>Cultural competence means that teacher preparation and administrative certification programs offer coursework covering areas of developing relationships, creating relevant practices, and establishing rigorous adherence to values that help Native children achieve and succeed.</i> • <i>It is important that interactions with the Native community members and school personnel are based on this fundamental commitment: both parties are committed to the education of their children. Teachers, educators and school administrators need to</i>

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	<p><i>understand that disengagement from the school or not understanding how to help their children with homework does not mean “a lack of commitment to education.”</i></p> <ul style="list-style-type: none"> • <i>Educators need to be aware that family relations might not be a “traditional” nuclear family by Western standards but rather includes extended family members.</i> <p>Curriculum development</p> <ul style="list-style-type: none"> • <i>(By 2011, a third of all tribes, by 2013 two-thirds of all tribes) By 2015 all tribes in Washington will develop language, cultural and history curriculum to be integrated into public schools on or near their reservation boundary.</i> • <i>The need for incorporating Native history, language and culture into regular curriculum was one of the most prevalent themes across elders, parents, educators and Native students. Having elders teach Native history, culture and language was unanimously agreed upon as critical across all educational arenas.</i> <p>Promoting Native culture</p> <ul style="list-style-type: none"> • <i>(By 2011, a third of all tribes, by 2013 two-thirds of all tribes) By 2015 all Title VII programs (or future equivalent) in Washington will have entered into memorandums of understanding with public schools to promote Native language, culture, and history.</i> • <i>It is through students’ personal, holistic development that they will be able to contribute to this society; that, at its essences, is simultaneous cultures existing together. Outcomes (graduation rates, high achievement rates, etc.) mean nothing to the collective Native community if the child has no knowledge of native language, culture and history.</i> • <i>Being able to attend and practice traditional ceremonies has been identified as supporting students’ development (spiritual, mental, physical and emotional). Providing opportunities for children and youth to thrive will require school system policies and practices that support such experiences as opposed to creating barriers which prohibit or discourage them.</i>
2.	<p>Health and Wellbeing – By 2012</p> <ul style="list-style-type: none"> • Establish measurements on health and wellbeing among Native American children, youth, adults and families. • Establish reliability and validity on measures of health and wellbeing for Native American children, youth, adolescents and families with standardized norms based on a sample of Native Americans in Washington State. • Establish programs that promote the stability and continuity of education and appropriate services for Native American children and adolescents during transitions: such as foster care placement, residential treatment, transfers within state districts and dropout students returning to school to receive their high school diploma or equivalency (GED). • Reduce the rates of risk factors among Native American youth for substance and alcohol abuse, depression, suicidality and other rates of mental health disorders. • Establish culture-based prevention and intervention programs for “at risk” Native youth, including those who have been placed in foster care, have history of substance of alcohol use, have been in residential treatment, or have dropped out of school. • Have standard assessment instruments in public and tribal schools that assess students’ overall wellbeing and social and emotional functioning.
3.	<p>Academic Achievement and Educational Attainment Increase academic attainment and proficiency</p>

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	<ul style="list-style-type: none"> • By 2012, double the percentage of Native American students who are proficient or advanced in reading, writing and math at various grade levels and upon high school graduation (by 2020 - 90% or more). • By 2012, reduce by 50% the number of Native American students failing one or more classes in junior and senior high school (by 2020 – 90% or more pass all classes in junior and senior classes). • By 2010, the top quartile schools serving the largest concentrations of Native American students will triple the number of Advanced Placement courses and course takers. • By 2012, all Native American students will have access to a college prep curriculum. • By 2020, eliminate the college prep gap between Native American high school graduates and their white peers. <p>Graduation rate and dropout/push out rate</p> <ul style="list-style-type: none"> • By 2012, reduce by 50% the dropout/push out rate among Native American students (by 2020 reduce rate to zero). • By 2012, increase by 50% the number of Native American high school graduates in at least half of the schools with largest concentrations of Native American students (by 2020 – 90% or more). • <i>Teachers that students found helped them in school: (a) provide encouragement, support and respect for their cultural identity; and (b) are flexible and adaptable to help Native students make up for absences and missed assignments due to family issues, losses and cultural opportunities outside the classroom.</i> • <i>Educational policies need to be reevaluated for applicability and sensitivity for Native students, families and communities.</i> <p>Post-secondary opportunities</p> <ul style="list-style-type: none"> • By 2012 all high schools with 15% or more Native American student enrollment will be in partnership with two- and four-year institutions of higher education to establish a college going culture and to increase the college going rates of native students to 90% or more by 2020. • By 2015, two- and four-year colleges will close the Native American college-going gap by half and eliminate it by 2020.
4.	<p>Assessment of Learning</p> <ul style="list-style-type: none"> • Improve Data Collection and Reporting. “There is indeed a need for new narratives and new perspectives in indigenous learning and education.” • By 2010, OSPI will reform assessment of student learning to offer more intervention and direction to students and families to improve student learning. • By 2012, Native American students will be able to demonstrate mastery of subject areas with assessment methods more aligned to Native cultural and community expectations. • By 2020, all students will be able to demonstrate mastery pertaining to ancestral and contemporary history of tribes and urban Indian communities in Washington, with particular emphasis on sovereignty, treaty law, language, culture, and maligned effects of colonization contrasted with intergovernmental relationships that showcase collaborative strategies of communities working

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	<p>together.</p> <ul style="list-style-type: none"> • (By 2010, a third, by 2012, two-thirds) and by 2015 all tribes and established urban Indian organizations in Washington will develop indicators of achievement and success to be monitored in collaboration with public school districts and OSPI assessment of student learning.
<p>5.</p>	<p>Develop a Partnership with the National Education Association NEA has a number of resources that are available to help close the achievement gap. The NEA’s guide, entitled <i>CARE Strategies for Closing the Achievement Gaps</i>, is a good example. The C.A.R.E. Guide provides a multi-themed approach to closing the achievement gaps, focusing on Culture, Abilities, Resilience, and Effort (C.A.R.E.). It is a guide developed by NEA to enhance the pedagogical skills of educators, particularly addressing minority and low-income students.</p>
<p>6.</p>	<p>Increase State Support and Collaboration</p> <ul style="list-style-type: none"> • It is imperative that the state legislature appropriate at least \$250,000 to hire additional personnel and provide program support to OSPI’s Indian Education Office • Continued support should be provided to the Center for the Improvement of Student Learning and Title I, Part A. • The following programs at the Governor’s level need to be maintained: Office of the Education Ombudsman, the Family Policy Council, and the Governor’s Office of Indian Affairs.
<p>7.</p>	<p>An Additional Recommendation</p> <ul style="list-style-type: none"> • We recommend that there be a meeting of foundations (tribal and non-tribal) to dialogue about the report’s goals and recommendations with the specific purpose of funding action strategies to close the achievement gap among Native American students.