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### Position Statement of the Multi-Ethnic Think Tank

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*CALL TO ACTION*

*MANDATING AN EQUITABLE AND  
CULTURALLY COMPETENT EDUCATION  
FOR ALL STUDENTS IN WASHINGTON STATE*



*POSITION STATEMENT  
BY THE MULTI-ETHNIC THINK TANK*

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African American Think Tank  
American Indian/Alaska Native Think Tank  
Asian Pacific Islander American Think Tank  
Hispanic Think Tank  
Low Socio-Economic Think Tank

Revised October 2002

This project was coordinated by Community Outreach of the Office of Superintendent of Public Instruction, Washington State. The document reflects the views of the Washington State Multi-Ethnic Think Tank.

This material is available in alternative formats upon request. Contact Community Outreach of the OSPI at (360) 725-6160 or TTY (360) 664-3631.

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## EXECUTIVE SUMMARY

*Every child needs to be nurtured, embraced for who they are, and motivated to achieve at high levels. Their prior knowledge, cultural, and linguistic heritage must be integrated into the content and delivery of education. The narrow scholarship must be expanded to include all the peoples of our great and multicultural nation.*

*Leave no child behind. The time is now. No more excuses.*

—METT

### ***In Pursuit of Culturally Competent and Equitable Education***

There is a chronic academic achievement gap between white and racial and ethnic minority students. This crisis brought about the creation of the Multi-Ethnic Think Tank (METT) in 2000 as an historic alliance of the African American, American Indian/Alaska Natives, Asian Pacific Islander American, Hispanic, and low socio-economic communities in pursuit of an equitable and culturally competent education system for *all* students.

### ***Demographic Context***

Our state is increasingly diverse, reflecting a racial and ethnic population growth exceeding that of the white population. In 2002, ethnically diverse students represent one out of four Washington State students, or a 378% increase since 1971.

### ***Problem: Inequitable Education***

Historically in Washington State, students of ethnic minority and low socio-economic communities have had the distinction of poor academic achievement. This, however, is not a true reflection of our students' academic ability. It is a reflection of systemic failure, as evidenced by the Washington Assessment on Student Learning (WASL) and other assessment tools. Indeed, the system is not set up to promote the academic and lifelong success of students. This unabated problem weakens underserved communities and endangers our state's ability to sustain its prosperous high-tech based new economy, ultimately increasing the socio-economic divide between the have and the have-nots.

### ***Action Steps***

We, the members of the METT, call upon our state leaders to create a transformed education system that honors *all* students in a holistic manner—accounting for their various worldviews, languages, learning styles, cultural heritages, and multiple intelligences. ***We believe that nothing short of an educational paradigm shift from a Euro-centric to a culturally-inclusive pedagogy will ensure the success of all students.*** Therefore, we propose the following action steps towards this end:

- Add a fifth Washington State learning goal to ensure culturally competent education;
- Infuse multicultural education goals into existing four Washington State learning goals;
- Integrate multicultural and technological learning objectives in the Washington State Essential Academic Learning Requirements (EALRs);
- Standardize the data collection, categorization, and reporting of racial, ethnic and low socio-economic groups;
- Require that professional development is culturally and linguistically responsive;
- Recruit and retain racial and ethnic minority staff; and
- Provide alternate measuring tools to assess student academic achievement.

## INTRODUCTION

*It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.*

—State of Washington Constitution,  
Article IX, Section 1

### **The METT: An Historic Alliance For All Students**

Multiple trend data indicate that ethnically diverse and low socio-economic students are academically behind at alarming rates. This crisis brought about the creation of the Multi-Ethnic Think Tank (METT) in 2000 as an historic alliance of the African American, American Indian/Alaska Native (including the First Nations), Asian Pacific Islander Americans, Hispanic, and low socio-economic communities in pursuit of an equitable and culturally competent education system for all students. The METT had its roots in 1998, when the Office of Superintendent of Public Instruction (OSPI)

brought together five think tanks representing various ethnic groups under the Unity Project to develop strategies to address academic underachievement.

### **METT Beliefs**

We, the METT, approach the chronic academic achievement gap from a sense of urgency and share the following beliefs:

1. Nothing short of an educational paradigm shift from a Euro-centric to a culturally-inclusive pedagogy will ensure the success of all students, who will develop greater appreciation of other cultures and worldviews.
2. All students have prior experiences that frame their worldview; learn from childbirth and are lifelong learners; can academically achieve at high levels when they are appropriately taught; and are entitled to learn in a multicultural context.
3. Parents and families are partners in the student's learning at home, in the community, and in the educational setting.
4. Educators must be culturally competent in the use of curriculum and effective teaching and learning strategies to ensure the academic success of *all* students.
5. The education system has contributed to the academic achievement gap and is responsible for eliminating that gap and ensuring academic excellence; and post-secondary education must take a lead role in training educators to become culturally competent.
6. Students, parents/guardians, and educational staff require an education environment that is free of stereotypes, prejudice, and racism.

### **Definitions of Two Critical Concepts**

Equitable Education: Every student receives everything that he or she needs to experience successful learning.

Cultural Competence: The ability to communicate, live, learn, and work in cross-cultural situations.

More definitions are in Appendix A: Glossary.

## THE PROBLEM: INEQUITABLE EDUCATION

*The current academic scholarship narrowly defines what it is to be American. Its message to those who are not from a European heritage is that their values, perspectives, and history do not matter in the educational and social discourse of what it means to be American. Its message is to assimilate or be left behind.*

—METT

### **Euro-centric Paradigm**

Historically in Washington State, students of racial, ethnic and low socio-economic minority groups have had the distinction of poor academic achievement. This, however, is not a reflection of our students' academic ability. It is a reflection of systemic failure. The current public education structure uses a Euro-centric paradigm that defines a narrow scholarship of what is American and being American. It leaves little room to engage educational material and pedagogy that use various worldviews, languages, cultural norms, learning styles, and multiple intelligences. In effect it standardizes a curriculum that ignores and leaves out our nation's multicultural and multilingual reality. Its message is to *assimilate or be left behind*. As a result, academic and institutionalized racism is

perpetuated without challenge or question—seriously affecting pedagogical theory and practice, policy development, systemic structure, and resource allocation.

Numerous categorical programs are provided as supplemental and enrichment programs to basic education. However, the basic education system often relegates its responsibilities to categorical programs instead of meeting the needs in the classroom. This burdens and abuses these programs, which were intended to primarily address the unique educational needs of students. These programs are extremely vulnerable because they are subject to uncertain political and fiscal patterns from year to year. When these categorical programs are perceived as ineffective, they are often blamed for the student's underperformance and are treated as an appendage to the system. Moreover, the mainstream educational structure is not held accountable for abdicating its basic responsibilities. In effect, the programs are regarded as fundamentally disposable and not as an integral part of the whole system, although these programs are inherently expected to make up for the shortcomings of the system. Fundamentally, this dynamic results in an inequitable education.

### **Chronic Academic Achievement Gap**

The chronic academic achievement gap between white and racial and ethnic minority students continues despite our economic prosperity and countless efforts to reform our education system. This problem weakens underserved communities and contributes directly to social, economic, health, and other enduring inequities. From all indicators, many ethnically diverse and low socio-economic students are academically behind. Quite telling is what the standardized tests such as the Iowa Test of Basic Skills (ITBS) and the Washington Assessment on Student Learning (WASL) continue to show the disparity (See Appendix C).

*The problem is an education system that is not set up to ensure the success of ethnically diverse and low socio-economic students.*

—METT

The METT, however, is concerned with the cultural biases of the testing instrument. While the WASL is new, the results are not. We are concerned with the quality of education and want all students to be ready to live full and productive lives. Indeed, we believe that merely narrowing the academic achievement gap is too low a bar to set. Studies show that by and large mainstream students are

also performing academically below their student counterparts in other industrial nations. This would suggest that ethnic minority students are even further behind on a global scale. The high stakes WASL and other indicators merely underscore the educational inequities.

According to the WASL/4 Ethnicity Trends Four Years Data report (school years 1998-99 – 2001-02)

*The continuing academic achievement gap is evidence that the curriculum and instruction in the state schools are not meeting the individual needs of all students. Schools have been adjusting their curriculum to teach to the WASL and although they have been successful in raising the scores across all groups, the academic achievement gap continues to exist. The WASL continues to provide the evidence that the curriculum and instruction that is delivered in the schools continues to exclude a large percentage of students of color.*

*The continuing academic achievement gap is evidence that the curriculum and instruction in the state schools are not meeting the individual needs of all students.*

—WASL/4 Ethnicity Trends Four Years  
Data report (1998-99 – 2001-02)

Indeed, we concur that the system is not set up to promote the academic success of ethnically diverse students. And with the 10th grade Certificate of Mastery WASL tied to graduation requirements beginning 2008, the stakes are high. Such unabated academic gaps virtually guarantee that many ethnically diverse and low socio-economic students will be denied equal opportunity for lifelong success.

### **Socio-Economic Disparities**

This pervasive academic underachievement has a direct correlation to such success indicators as suspension, retention, expulsion, dropout, teen pregnancy and crime rates. Furthermore, the communities from which these underserved students come display the effects of educational inequity through high incidences in poverty, crime, blight, gang involvement, drug trafficking, and community disintegration. These socio-economic disparities also have correlations to the overplacement of underserved students in special education programs and in their underplacement in gifted and talented academic courses, advanced placements, and Running Start.

### **Post-Secondary Education and Workforce Ramifications**

Another problematic effect of inequitable education is its direct consequence on access to higher education. If academic achievement gap trend continues, many ethnically diverse and low socio-economic students will fail to graduate from high school in large numbers—greatly decreasing their likelihood to pursue and complete post-secondary education and in getting high-skilled, high-paying and family-wage sustaining jobs. Such an unabated trend will only guarantee a widening and permanent socio-economic gap between the have and the have-not communities.

### **Insufficient Data Collection and Reporting**

To aggravate the problem, the state lacks standards around the collection and reporting of data. The result is incoherent and unreliable statewide reports. Also, few of these reports are disaggregated by race and ethnicity, which makes it impossible to get a true picture of the extent of the problem with particular groups of students in our state. There also exists a large gap of information regarding subgroups within the larger ethnic groups. Given this shortfall, we can only assume that educational policy makers do not share our sense of urgency about the academic underachievement of many of our students.

## ● ACTION STEPS →

*If you always do what you've always done, you'll always get what you've always gotten.*

*--Anonymous*

### **Equitable and Culturally Competent Education**

The METT proposes seven action steps to create an equitable and culturally competent education system. We call for a transformed education system that honors *all* students in a holistic manner—accounting for their various worldviews, learning styles, multiple intelligences, and

cultural heritage. We believe that nothing short of an educational paradigm shift from a Euro-centric to a culturally-inclusive pedagogy will ensure the success of all students.

*Cultural Competence—a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.*

*—Cross, Bazron, Dennis, & Isaacs, 1989*

Therefore, the following recommendations are dedicated to the families and students long neglected in our education system, and to the fearless advocates who want to make sure that no child is left behind.

### ● **Add a Fifth Washington State Learning Goal to Ensure Culturally Competent Education**

The METT proposes the creation of a fifth learning goal to address the process of learning in order to educate the whole child in the context of a multicultural reality. Among other things, this goal would promote the emergence and use of the most advanced educational research and practices. Some examples of these researches are found in Appendix G. An effect would be a learning experience

where various values, worldviews, learning styles, and historical contributions are explored and supported. Ultimately this goal would prepare students to become confident, self-assured, global citizens who respectfully interact with others.

#### **Recommended fifth learning goal:**

- ◆ Understand, accept and demonstrate the value of various cultures and heritages; become responsible and respectful citizens in multicultural settings; and use one's cultural knowledge as a foundation to achieve personal and academic success.

### ● **Infuse Multicultural Education Goals into Existing Four Washington State Learning Goals**

The METT proposes infusing culturally responsive language objectives into the learning goals to ensure an equitable and culturally competent education system. Such an inclusion would honor and recognize the value of learning from a multicultural perspective.

#### **Proposed culturally inclusive learning goals:**

**GOAL 1**—Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways **and settings that respect and value the diversity among all people;**

**GOAL 2**—Know and apply the core concepts and principles of mathematics, social, physical, and life sciences; civics and history; geography; arts; and health and fitness **in ways that are culturally inclusive;**

**GOAL 3**—Think analytically, logically, and creatively **in a cross cultural and appropriate manner**, and to integrate this diverse experience and knowledge to form reasoned judgments and solve problems; and

**GOAL 4**—Understand the importance of work and how performance, effort, decisions and **effective interpersonal communication with diverse people**, directly affect career educational opportunities.

*Integrating multicultural learning objectives into the EALRs would expand our present narrow scholarship to be one that recognizes our increasing diversity.*

*It would also promote the emergence and use of the most advanced educational research and practice.*

—METT

● **Integrate Multicultural and Technological Learning Objectives in the Washington State Essential Academic Learning Requirements**

The METT recommends the integration of culturally inclusive learning objectives and culturally responsive instructional strategies into the Essential Academic Learning Requirements (EALRs). This would expand our present narrow scholarship to be one that recognizes our increasing diversity. It would also promote the emergence and use of the most advanced educational research and practices. Furthermore, it would provide guidance for educators, families, and communities on how to holistically approach and effectively assess the uniqueness of all students.

● **Standardize the Data Collection, Categorization, and Reporting of Racial, Ethnic, and Low Socio-economic Groups**

The METT recommends the creation of state standards around data collection and the categorization of racial and ethnic groups. Foremost, we propose that data collection and reporting be categorized by race and ethnicity by at least the four major groups (i.e., African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic).

We also recommend that categorizations of race and ethnic groups be further categorized by ethnicities. For example the African American, American Indian/Alaska Native, Asian Pacific Islander Americans and Hispanic communities represent numerous ethnic groups that vastly differ in cultural norms, English proficiency, and migration patterns, among others. It would also be useful to disaggregate the data according to a student's proficiency with English.

● **Require that Professional Development is Culturally and Linguistically Responsive**

The METT recommends a creation of a strategic plan to train existing educators and instructional leaders (i.e., curriculum developers, principals, superintendents) to become equipped to teach, administer, and support a multicultural setting. Also, professional development should prepare teachers to engage families and communities in culturally appropriate ways. Educator preparatory institutions must take a proactive lead role to make this a reality for existing counselors, teachers, administrators, and support staff. This would complement the existing certification standards of incoming educators. It can no longer be the prerogative of the teacher or school to teach about the deep structural knowledge of diverse cultures, it must now be **mandated**. Furthermore, new methods should reflect the latest research around student's unique cultural and linguistic educational needs. For example, research and methodologies around individual learning styles, co-operative learning, critical thinking, cross disciplinary curriculum and multiple intelligence theory need to find their way into the classroom where it is needed the most.

### ● **Recruit and Retain Racial and Ethnic Minority Staff**

The METT recommends the creation of a strategic plan to recruit and retain ethnically diverse staff. Moreover, these staff need on-going support in order to improve retention once in the system. We believe that an equitable and culturally competent education delivery system must not only reflect the diversity of its student population, it must also reflect this diversity in its educational staff. Culturally diverse core staff bring with them the innate understanding, perspective, and identification of the many challenges diverse students face. Such an inherent sense of identification will help create a learning atmosphere where ethnically diverse students feel safe and supported.

### ● **Provide Alternative Measuring Tools to Assess Student Academic Achievement**

The METT recommends the development and use of culturally appropriate alternative measurement tools to assess student academic achievement in addition to the WASL and other standardized tests. These additional tools would provide multiple ways to assess the student's academic competency.

## CONCLUSION

*We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.*

—Ron Edmonds,  
Effective Schools Movement Founder

**Collectively, many of our students have been devalued, stereotyped, segregated, disenfranchised, isolated, bussed, and discarded.** Many students give up on the system because the system was never meant to serve their needs. Many students are expected to give up all that they “are” in order to “fit in” and “assimilate” into the mainstream culture. The price for assimilation is much too high. For many of our students who succeed in maneuvering the academic challenge course quite often, it is at the expense of their cultural identity, self-concept, self-esteem, and mental/psychological well-being.

We, the members of the METT, recognize that we live in a multicultural reality, and the Euro-centric description of the universe is but one way to understand the life in which we live. We have learned first hand that one size does not fit all. The ongoing cultural marginalization and academic isolation cannot continue. As tax-paying citizens who contribute to our state's prosperity, we expect our students' basic education needs to be met.

Therefore, we offer solutions to our current educational crisis based on our collective years of experience dealing with these chronic issues. This position statement is a testimony of our resolve to advocate for all students, especially those who are currently underserved by our education system.

## ACKNOWLEDGEMENT

This document was developed, and finalized on February 2001, by the members of the Washington State Multi-Ethnic Think Tank which is comprised of the following Think Tanks:

*African American Think Tank*

*Asian Pacific Islander American Think Tank*

*Low Socio-Economic Think Tank*

*American Indian/Alaska Native Think Tank*

*Hispanic Think Tank*

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# “CALL TO ACTION : MANDATING AN EQUITABLE AND CULTURALLY COMPETENT EDUCATION FOR ALL STUDENTS IN WASHINGTON STATE”

POSITION STATEMENT BY THE WASHINGTON STATE MULTI-ETHNIC THINK TANK

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## APPENDIX A: GLOSSARY

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**Academic achievement gap** – The difference in academic achievement between various groups of students.

**Academic racism** – An academic practice where one body of knowledge, based on a racial or ethnic perspective, is perceived to be superior; prejudice or discrimination of other bodies of knowledge based on racism.

**African American**– United States (U.S.) residents and citizens who have an African biological and cultural heritage and identity. This term is used synonymously and interchangeably with *Black* and *Black American*. These terms are used to describe both a racial and a cultural group.

**American Indian/Alaska Native (including the First Nations)** – Any person who is a member or descendent of an Indian Tribe, or who is an Alaska Native and a member of a Regional Corporation; all of which whose biological and cultural heritage is directly linked to the original inhabitants of the land that now makes up the United States.

**Asian Pacific Islander American** – U.S. residents and citizens who are of Asian and Pacific Islander ancestry.

**Categorical program** – A program designated to serve a particular purpose or group of students that is clearly defined in terms of purpose served.

**Cultural marginalization** – The act of minimizing the role of culture in human affairs. Usually this means the minimization of one culture in order to secure or assign greater importance of another.

**Cultural competence** – The ability to effectively communicate, live, learn and work in cross-cultural situations. A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations.

**Culturally inclusive paradigm** – A philosophy, point of view, or way of thinking and doing that is grounded in the valuing of cultural diversity.

**Culture** – The totality of socially transmitted behavior patterns, arts, beliefs, ideas, symbols, values, beliefs, and institutions, and all other products of human work and thought typical of a population or community at a given time. Culture can also be defined as a group's program for survival and adaptation to its environment.

**Discriminate** – To make a clear distinction. To act on the basis of prejudice.

**Disenfranchised** – Denial of basic rights or access to full citizenship opportunities.

**Disproportionality** – Lack of proper relationship in size and number.

**Equitable education** – A condition where every student receives everything that he or she needs to experience successful learning. A condition where all students receive equal learning opportunities.

**Equity** – The quality, state, or ideal of being just, fair, and impartial.

**Euro-centric curriculum** – A course of study that uses European and western perspectives central tenets. Assumes that Europeans make the most important contributions to the U.S. and the world.

**Euro-centric paradigm** – A belief system or construct of reality that is based predominantly on Western European cultural thought and behavior.

**Federally recognized tribe**– Native American Indian sovereign nations participating in government-to-government relations with the United States Government.

**First Nations** – Any person who is a member or descendent of an Indian Tribe in Canada; all of which whose biological and cultural heritage is directly linked to the original inhabitants of the land that now makes up Canada.

**Hispanic** – Any individual whose family origins and culture can be traced to Central and South America and Spain.

**Institutional racism** – Established organizational prejudicial or discriminatory behavior based on the superiority of one race or ethnic group. Institutional racism can occur even in the presence of formal policies or ways of doing things to do otherwise.

**Low socio-economic** – A social and economic condition that is synonymous to being poor or living in poverty.

**Multicultural education** – A progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice.

**Multiculturalism** – An ideology and movement that assumes that the gender, ethnic, racial, and cultural diversity of a pluralistic society should be reflected in all of the institutionalized structures of education. Including the staff, the norms and values, the curriculum and the student body.

**Narrow scholarship** – A limited approach to the development of methods, discipline, and achievement in scholarly work.

**Paradigm** – An example, pattern, standard, archetype.

**Paradigm shift** – A change in an organization's or a person's standard thinking; a general change in the commonly accepted pattern or way of doing things.

**Pedagogy** – The art or science of teaching; instructional methods.

**Prejudice** – An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the fact; a preconceived idea or preference; bias.

**Racism** – The notion that one's own ethnic stock is superior. Prejudice or discrimination based on racism.

**Under-served** – Inadequate level of service that results in disparities.

## APPENDIX B: DEMOGRAPHIC CONTEXT

*Just like babies, cultures also grow and mature. So in a multicultural society we may have people belonging to cultures that may be many thousands of years old, living side by side with people belonging to cultures that are just a few centuries old.*

*--Dr. Kedar Nath Dwivedi, Child, Adolescent and Family Psychiatrist*

### **Demographic Shifts**

Washington State is becoming more and more diverse, raising significant challenges in how our institutions will ensure the well-being of all its citizens. There are at least three phenomenon that are poised to affect the health of our state's economy and our social welfare: more older people; decrease in population growth; and an increasingly diverse population.

### **Aging Population**

Baby Boomers will retire in the near future. They will leave the labor pool and pour their accumulated incomes to the local economy. And since senior citizens are big users of public and private services, their demands will

result in an increased need for workers.

### **Population Growth Slowdown**

Our state's population growth is expected to decline by 69% during the same period. Since population growth is directly related to labor pool size, this slowdown coupled with Baby Boomers retiring will result in a shrinking labor pool even as demands for workers increase.

### **Diversity**

Our state is going through a major demographic shift and will become more diverse, reflecting a non-white population growth exceeding that of the white population. According to our state's Forecasting Division in the Office of Financial Management (OFM), in 1980, the white population made up approximately 93% of the total population, while non-whites made up 7%. Today the white population represents approximately 84% of the population, while the non-white population represents 16%—or a 228% increase in the last two decades.

The population growth among racial and ethnic minorities is projected to exceed that of whites. For example, the increase in population between 1995 and 2005 for the white population is expected to be approximately 13%. This is contrasted to the much faster growth rates of the racial and ethnic minorities populations during the same time period: African American—24%, Asian Pacific Islander Americans—48%, Hispanics—46%, and American Indian/Alaska Natives—20% (1991, 1999 data, WA-OFM). Consequently, the labor pool will be made up progressively more of racial and ethnic minorities—those who traditionally have not benefited from our education and workforce training institutions.

### **Demographic highlights:**

- ◆ The Hispanic and Asian Pacific Islander American (APIA) populations are increasing rapidly, with the latter making up the fastest growing racial group in the nation and in our state. *Washington State Office of Financial Management (OFM), 2000.*
- ◆ Nationwide, the Hispanic population increased by 22.4 million in 1990 to 30.3 million in 1998, a gain of approximately 32% or 7.9 million people. *Bureau of the Census, 1999.*

- ◆ Of those Hispanics and APIA groups who immigrated to the U.S. more than five years ago, 67% and 46%, respectively, live in households where the primarily language is not English. *The Real Facts of Life For Students of Color in Washington State (RFL), 2000.*
- ◆ African Americans have increased by 37% in the last decade, with a large contingency of recent immigrants from Ethiopia, Somalia and other African countries. *OFM, 2000.*
- ◆ Nationwide, the African American population increased from 30.5 million in 1990 to 34.4 million in 1998, a gain of approximately 13% or 3.9 million people. *Bureau of the Census.*
- ◆ Our state is home to over 28 federally-recognized tribes (and three pending for recognition) and over 50 tribal nations. *Washington State Governor's Office of Indian Affairs, 2000.*
- ◆ Nationwide, the American Indian, Eskimo and Aleut population increased from 2.1 million in 1990 to 2.4 million in 1998, a gain of approximately 14% or 295,000 people.
- ◆ The APIA population consists of groups who differ in language, English proficiency, cultural norms, and immigration waves. The Chinese and Japanese, have been in this country for several generations. Others, such as the Hmong, Vietnamese, Laotians and Cambodians, are recent immigrants. Few Pacific Islanders are foreign born; of course, Hawaiians are native to this land. *Bureau of the Census, 1999.*

# APPENDIX C: ACADEMIC ACHIEVEMENT GAPS

Updated September 30, 2002 to include 2001-2002 4<sup>th</sup> grade WASL scores

**Table 1. Percentage of 4<sup>th</sup> Grade Students Meeting the Standards in WASL Reading and Math (1998-2002 school years)**

Spring of :	1998	1999	2000	2001	2002	Average of Change
<b>READING</b>						
American Indian	32.9	36.7	46.8	48.7	50.9	4.5
Asian/Pacific Islander	54.0	59.4	66.3	66.4	70.6	4.2
African American/Black	35.3	39.2	47.5	48.2	49.3	3.5
Hispanic	27.4	31.3	39.2	40.4	42.0	3.7
White	61.4	65.2	71.5	72.1	72.2	2.5
<b>STATEWIDE</b>	<b>55.6</b>	<b>59.1</b>	<b>65.8</b>	<b>66.1</b>	<b>65.6</b>	<b>2.5</b>
<b>MATH</b>						
American Indian	13.9	17.0	24.5	25.5	36.0	5.5
Asian/Pacific Islander	33.5	41.7	45.8	47.7	59.4	6.5
African American/Black	13.0	15.2	18.7	19.5	28.6	3.9
Hispanic	11.3	14.2	18.2	20.0	29.3	4.5
White	35.3	42.5	47.0	49.1	57.4	5.5
<b>STATEWIDE</b>	<b>31.2</b>	<b>37.3</b>	<b>41.8</b>	<b>43.4</b>	<b>51.8</b>	<b>5.2</b>

**OSPI WASL Reports:** <http://www.k12.wa.us/edprofile/stateReport.asp?sReport=stateWASLEthTrend>; accessed September 2002.

**Table 2. Academic Achievement Gaps in Reading and Math Across Ethnicities**  
(Calculations derived from data presented in Table 1 above for the last three years)

Spring Test Score	2000 vs. 1999					2001 vs. 2000					2002 vs. 2001				
	AI	API	AA/B	HSP	WHT	AI	API	AA/B	HSP	WHT	AI	API	AA/B	HSP	WHT
<b>READING</b>															
American Indian		-19.5	-8.2	7.6	-24.7		-17.7	.05	8.3	-23.4		-19.7	1.6	8.9	-20.3
Asian/Pacific Islander	19.5		18.8	27.1	-5.2	17.7		18.2	26.0	-5.7	19.7		21.3	28.6	-.6
African Am./Black	.7	-18.8		8.3	-24.0	-0.5	-18.2		7.8	-23.9	-1.6	-21.3		7.3	-21.9
Hispanic	-7.6	-27.1	-8.3		-32.3	-8.3	-26.0	-7.8		-31.7	-8.9	-28.6	-7.3		-29.2
White	24.7	5.2	24.0	32.3		23.4	5.7	23.9	31.7		20.3	.6	21.9	29.2	
<b>MATH</b>															
American Indian		-21.3	5.8	6.3	-22.5		-22.2	6.0	5.5	-23.6		-23.4	-7.4	6.7	-21.4
Asian/Pacific Islander	21.3		27.1	27.6	-1.2	22.2		28.2	27.7	-1.4	23.4		30.8	30.1	2.0
African Am./Black	-5.8	-27.1		.5	-28.3	-6.0	-28.2		-.5	-29.6	-7.4	-30.8		-.7	-29.3
Hispanic	-6.3	-27.6	-.5		-28.3	-5.5	-27.7	-.5		-29.1	-6.7	-30.1	.7		-28.1
White	22.5	1.2	28.3	28.8		23.6	1.4	29.6	29.1		21.4	-2.0	28.8	28.1	

**Notes:**

AI=American Indian/Alaska Native (includes First Nations); API=Asian Pacific Islander American; AA/B= African American/ Black; HSP=Hispanic, WHT=White.

# APPENDIX D: TEACHER AND STUDENT DEMOGRAPHICS

## Increasing Student Diversity, Lessening Teacher Diversity

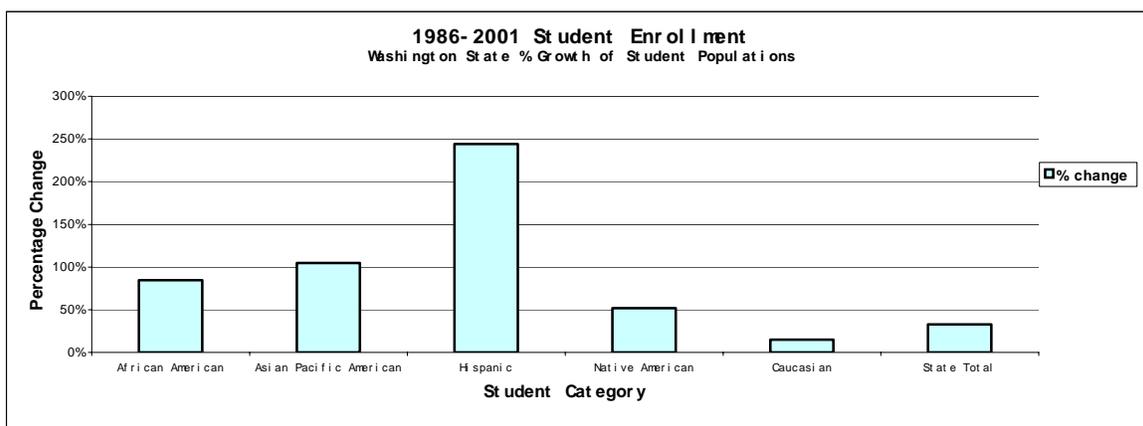
Even though Washington State student population is increasingly diverse, the representation of racial and ethnic full-time certificated staff lags far behind. Also, teacher to student ratios by ethnicity suggest that while the student body is increasingly diverse, there are less and less racial and ethnic minority teachers.

**Table 3. Students and Full-Time Certificated Staff, 2004-2005**

Ethnicities	Number		Percent	
	Students	FTE Classroom Teacher	Students	FTE Classroom Teacher
American Indian/Alaska Native	28,552	394.48	1.41	.75
Asian/Pacific Islander	80,437	1,2585.43	12.43	2.45
African American/Black	58,152	755.82	4.07	1.44
Hispanic	131,250	1229.91	4.89	2.34
White	717,727	48,804.10	77.20	93.01

Report (Personnel by Ethnicity); OSPI, 2004-2005  
Report P-105 (Public School Enrollment); OSPI 2004-2005

**Table 4. Student Enrollment Population Growth (1986-2001)**



OSPI. School Enrollment Summary, School Year 2001-2002. October 2001 Report 1345; Revised 1/10/0.

## APPENDIX E: INEQUITY HIGHLIGHTS

### **Social and Economic Manifestations**

- The average income for underserved populations is about \$25,000 a year, one third lower than the \$37,000 average for white wage earners. *The Real Facts of Life For Students of Color in Washington State (RFL), 2000.*
- For Hispanic, African-American, and American Indian/Alaska Native families, annual income averages \$20,000 to \$23,000 a year—the minimum necessary to provide basic needs. *RFL, 2000.*
- While Washingtonians can be proud of expanding access to health care for students, one in eight racial and ethnic minority students lack health insurance, twice the rate of white students.
- 56% of racial and ethnic minority adults, compared to 75% of white adults own their own homes. *RFL, 2000.*
- Adjusted to account for multiple family units in one home, Asian Pacific Islander Americans' per capita income is lower than the national average. 1998 White House Education Press Release.
- American Indians are among the most disadvantaged Americans according to many available indicators, such as poverty rates and median income. 1998 White House Education Press Release.

### **Educational Performance**

- Across grade levels, about 15% fewer racial and ethnic minority students are meeting basic standards for math, writing, and reading than do white students. The problem is acute for African, Hispanic and American Indian/Alaska Native students, with about one in five (18-20%) fourth graders meeting the math standard and only one in four (20-24%) meeting the writing standard. *RFL, 2000.*
- In a 1991 dropout study, the Washington State dropout rate for African Americans was the highest dropout rate of any ethnic group at approximately 15%, with American Indian/Alaska Natives as the second highest dropout rate in the state at approximately 14%. The American Indian/Alaska Native graduation rate is the lowest rate reported for any ethnic group in the state at 72%. American Indian/Alaska Native Dropout Study 1991, The National Education Association.
- Students from some racial and ethnic minority backgrounds are more likely to be disproportionately placed in special education program and classes. This early placement tracks and keeps them in these programs, leading to pull out classes and fragmented learning experiences. For example, in 1992, African American students accounted for 16% of the total U.S. student population, but represented 32% of students in programs for mild retardation, 29% in programs for moderate mental retardation, and 24% in programs for serious emotional disturbance (Robertson, Kushner, Starks, & Drescher, 1994). Reducing

the Disproportionate Representation of Minority Students in Special Education. ERIC/OSEP Digest #E566. 1998.

- The National Education Longitudinal Study of 1988 (NELS:88) reported that 29% of Indian students have repeated at least one grade, the highest percentage of any racial or ethnic group reported (National, 1990, p.9). The research on failing students (retaining them in grade for another year) indicates that it only creates more failure and more dropouts.
- Blacks, Hispanics, and American Indians remain less likely to graduate from college than other Americans. Helping Minority Students Graduate From College- A Comprehensive Approach. ERIC Digest 1988. Richard Richardson.
- The Winter 1989 issue of the Fair Test Examiner reported how teacher competency tests barred nearly 38,000 Black, Latino, Indian and other minority teacher candidates from the classroom. In addition, teacher preparation and certification programs are culturally and linguistically "one size fits all," and the size that is measured is a middle-class, Western-European cultural orientation. Journal of American Indian Education, January 1992. Jon Reyhner.

### ***Criminal Justice System***

- Hard drug offenses make up 86% of convictions among white and Asian American offenders, but 92% of convictions for African Americans and American Indian/Alaska Natives, and 95% of Hispanic offenders. Washington State Minority and Justice Commission, FY1996-Fy-1999.
- Although only 3% of the state's population are African Americans, they account for 23% of the state prison population. A study conducted by the nonprofit Sentencing Project also shows that nationally, blacks are incarcerated at a rate nearly eight times that of whites. Spokesman-Review, Saturday, November 4, 2000 -Virginia de Leon.

## APPENDIX F:

# PARTNERS IN EQUITY IN EDUCATION

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The METT recognizes the work of the following advocates who are currently pursuing policies to create an equitable and culturally competent education system:

- ◆ Equity in Education Joint Policy—a joint effort by the State Board of Education, the Office of Superintendent of Public Instruction (OSPI), and the Human Rights Commission to advance the following policy principles:
  - Eliminate prejudice, bigotry and discrimination in school districts.
  - Improve achievement for all students.
  - Bring parents and the community into the learning circle.
  - Address racial integration and recognize diversity.
  - Address the language needs of all students.
  - Ensure equitable distribution of resources to meet student needs.
  - Recruit and provide staff training.
- ◆ College Awareness Project—a joint policy initiative by the Council of Presidents, State Board of Community and Technical Colleges, and OSPI to increase the likelihood that underserved populations will enter higher education.
- ◆ Goals designed to accelerate the achievement of underserved student populations—a legislative request by the Academic Achievement Accountability Commission.
- ◆ 2000 Days to Excel—an educational campaign advanced by King County Executive Ron Sims, Students’s Alliance, and the Division of Students and Family Services/DSHS.

## APPENDIX G: ADVANCED EDUCATIONAL RESEARCH AND PRACTICES

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