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## Washington State Education Plan for Hispanic Youth (PK-20)

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**Washington State  
Education Plan for Hispanic Youth  
(PK-20)**

**~Work in Progress~**

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## INTRODUCTION

In 1984, Dr. Frank Brouillet posed a challenge to Hispanics throughout the state in the form of a plan to address the needs of Hispanic youth. He appointed a statewide ad hoc committee of Hispanics representing various agencies and organizations. The committee report was presented on November 28<sup>th</sup>, 1988 with several recommendations.

In 1988, Dr. Terry Bergeson requested a reevaluation of the adopted 1988 plan. Headed by Andrew Griffin and other Office of Superintendent of Public Instruction (OSPI) staff, a meeting was assembled of Hispanics in the educational field charged to revisit the 1988 master plan. A group was assembled to read, analyze, and rewrite a new plan.

### **This work group decided on the following;**

1. That the 1988 master plan be recognized as a document of the future. Many of its tenets and recommendations remain pertinent today.
2. That the 1988 master plan be aligned with the 1993 Education Reform Act's Essential Academic Learning Requirements (EALRs) to become the 1988 plan.
3. That the English as a second language (ESL) Bilingual Framework document be utilized within the 1998 plan.
4. That the Certificate of Mastery be sensitive to the needs of Hispanic students.
5. That a strategic plan be adopted to implement the 1998 plan.
6. That the work group create a "tool kit" for the implementation for the implementation of the 1998 plan.

The Washington State Educational Plan for Hispanic Youth uses the EALRs to align the responsibilities necessary to providing a quality education for Hispanic students.

## **Washington State Essential Academic Learning Requirements**

The Washington State Legislature adopted the Education Reform Act of 1993 to establish common learning goals for all Washington students- goals intended to raise academic standards and student achievement.

The Act directed the Commission on Student Learning (CSL) to develop and administer many of the important components of education reform. The Commission is a state agency governed by an 11-member board appointed by the Governor and the State Board of Education.

### **The Commission is charged with developing:**

- Clear, Challenging academic standards;
- Standards-based assessments and other ways of measuring student achievement; and
- An accountability system to hold schools and school districts accountable for results.

Washington's new academic standards are based on four state learning goals. Those goals call for student(s) to:

- ✓ Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;
- ✓ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- ✓ Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and
- ✓ Understand the importance of work and how performance, effort, and decisions affect future career and educational opportunities.\*

\*Education Reform in Washington State,1997 Update, A Resource Guide

The following pages reflect responsibilities by different entities to address the EALRs, as well as the support systems needed to ensure academic success for Hispanic students in Washington State.

<b>Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.</b>	
<b>Group</b>	<b>Responsibility</b>
Legislative/Government	<ul style="list-style-type: none"> <li>• <b>Provide resources to</b> restructure traditional classroom instructional practices to fit the specific learning styles, enrollment patterns, time constraints, and specific needs of Hispanic youth. In particular, the development of support groups and the establishment of smaller classes to provide an environment conducive to positive re-enforcement and positive group identification must be undertaken.</li> <li>• Provide Hispanic students training and support through <b>enrichment</b> activities and training institutes for the development of leadership skills. <b>These students must be encouraged and guided to utilize</b> opportunities and their skills in mainstream activities.</li> <li>• <b>Implement model programs</b>, both academic and vocational, <b>that</b> focus on a) the availability and quality of bilingual counseling and teaching, b) the availability of classroom space, and c) the quality and diversity of vocational training programs available in each district.</li> <li>• <b>OSPI shall develop programs to ensure balanced fiscal policies to provide equal educational opportunities for Hispanic students.</b></li> <li>• <b>Include and reward teacher certification that demonstrates cultural competency.</b></li> <li>• <b>The Legislature shall provide sufficient funds and personnel so that OSPI can develop programs to ensure balanced fiscal policies to provide equal educational opportunities for Hispanic students.</b></li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• <b>Include and reward teacher certification that demonstrates cultural competency. (move to state)</b></li> <li>• <b><i>Require teacher certification programs to teach strategies that align to the learning styles and an understanding of the cultural profiles of Hispanic students.</i></b></li> <li>• <b>Recruit and support students with biliterate skills.</b></li> <li>• <b>Infuse multicultural perspectives within the core content in every teacher preparation program.</b></li> <li>• <b>Train teachers and assist districts in training para-educators to meet ESEA standards for high quality teaching.</b></li> </ul>
OSPI/ESD	<ul style="list-style-type: none"> <li>• Develop alternative forms of assessment, which adequately reflect the academic needs of Hispanic children.</li> <li>• <b>Explore</b>, establish and maintain appropriate language, culture, and <b>culturally sensitive</b> Special Education assessments.</li> <li>• Use certified translators to validate <b>Special Education</b> assessment process prior to parent signature.</li> <li>• Use consistent <b>terminology</b> when referring to educational issues.</li> </ul>
School Districts	<ul style="list-style-type: none"> <li>• <b>Include and reward teacher certification that demonstrates cultural competency.</b></li> <li>• <b>Align</b> the goals and objectives of <b>ESEA</b> and <b>ESL/Bilingual/Migrant Education</b> programs with <b>Essential</b></li> </ul>

	<p><b>Academic Learning Requirements (learning goals)</b> in content areas of instruction.</p> <ul style="list-style-type: none"> <li>• <b>Assess and ensure</b> student progress toward learning goals <b>at least three times a year</b>.</li> <li>• Provide <b>appropriate instructional strategies</b> and ESL training for all <b>instructional staff to ensure competent instruction</b>.</li> <li>• <b>Ensure students are properly placed and supported in programs that will allow access to post-secondary opportunities</b>.</li> <li>• <b>Establish a pre-referral process in Special Education to include timely professional reviews, conferencing with parents in the home language, and the assistance of bilingual specialists</b>.</li> <li>• <b>Provide age appropriate and culturally appropriate curriculum which aligns with EALRs</b>.</li> <li>• <b>Infuse culturally relevant materials and knowledge to process information from various cultural perspectives in the above listed areas of instruction</b>.</li> </ul>
<p>School Building</p>	<ul style="list-style-type: none"> <li>• Develop <b>an individual student profile (portfolio) for each Hispanic student</b> to map educational progress. In order to be most effective, the profile <b>may</b> be computerized and include student preferences, interests, and goals with changes noted as students mature.</li> <li>• <b>Develop a student educational plan that will assist in meeting individual learning goals</b>.</li> <li>• Develop higher expectations for each student <b>to ensure no student will be left behind</b>. Communicate those expectations to students and parents <b>in their home language</b>.</li> <li>• <b>Establish a pre-referral process in Special Education to include timely professional reviews, conferencing with parents in the home language, and the assistance of bilingual specialists</b>.</li> </ul>
<p>Community</p>	<ul style="list-style-type: none"> <li>• <b>Research and implement programs that support opportunities, and resources for Hispanic parents to learn how to support Goal 1</b>.</li> <li>• <b>Provide community participation in language instruction (ESL) and educational programs (ABE parenting) for the parents and communities of Hispanic students</b>.</li> <li>• <b>Coordinate activities with CBO's with expertise in working with Hispanics, to assist parents and students by proving comprehensive community programs that enhance student learning</b>.</li> <li>• <b>Utilize available resources such as NW Regional Educational Laboratory, University of Washington, Professional Education Curriculum Library, Ysleta Ind. School District (Texas), etc</b>.</li> </ul>
<p>Family</p>	<ul style="list-style-type: none"> <li>• <b>Create a bridge between the community, family and school district with programs such as Proyecto Saber, Saturday School, or other learning opportunities</b>.</li> <li>• <b>Develop and implement a mentorship program that promotes a mutual understanding between the family and the educational system</b>.</li> </ul>

**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.**

Group	Responsibility
Legislature/Government	<ul style="list-style-type: none"> <li>• Provide <b>additional</b> funding to all districts to ensure Hispanic students will attain the core concepts and principles listed above.</li> <li>• <b>Provide incentives for teachers who can deliver instruction to students in the student’s primary language.</b></li> <li>• <b>Provide incentives for multi-lingual/multicultural individuals to become teachers.</b></li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• Prepare <b>ALL</b> teachers to infuse culturally relevant materials and knowledge into the curriculum for ALL youth (<b>because of the dual language program in the lower grades</b>).</li> <li>• <b>Prepare all teachers to develop problem-solving skills.</b></li> </ul>
OSPI/ESD	<ul style="list-style-type: none"> <li>• <b>Provide</b> leadership to ensure that local district curricula include culturally appropriate topics in the core concepts and principles of the above listed <b>areas of instruction</b>.</li> </ul>
School District	<ul style="list-style-type: none"> <li>• <b>Infuse</b> culturally relevant materials and knowledge to process information from various cultural perspectives in the above listed <b>areas of instruction</b>.</li> <li>• Provide <b>comprehensive instruction and support</b> in all the subjects as determined by the academic and language needs of the students.</li> </ul>
School Building	<ul style="list-style-type: none"> <li>• <b>Use the diverse, relevant, life and cultural experiences of Hispanic youth to enrich classroom instruction.</b></li> <li>• <b>Provide</b> academic classroom instruction from the practical and experiential to more abstract concepts.</li> <li>• <b>Implement the process for homework assistance utilizing the 21<sup>st</sup> Century Learning Centers, Proyecto Saber and other effective programs. These programs should</b> incorporate techniques and materials focused on study skills, and work habits to augment assistance given to school assignments.</li> </ul>
Community	<ul style="list-style-type: none"> <li>• <b>Allow</b> employees, <b>parents and other interested community members to participate as volunteer tutors or mentors</b> for Hispanic youth.</li> </ul>
Family	<ul style="list-style-type: none"> <li>• <b>Provide opportunities for parents to share their own expertise within the educational setting.</b></li> </ul>

**Goal 3: Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.**

Group	Responsibility
Legislature & OSPI	<ul style="list-style-type: none"> <li>• <b>Provide web-based access and analysis to other state's</b> research and programs that emphasize the development of thinking and problem solving skills.</li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• Prepare <b>ALL</b> teachers to assess <b>student</b> problem solving/thinking processes.</li> <li>• <b>Prepare all teachers to develop student problem solving and thinking processes.</b></li> <li>• <b>Prepare all professors to assess student problem solving and thinking processes.</b></li> </ul>
OSPI/ESD	<ul style="list-style-type: none"> <li>• <b>Provide professional development</b> on the use of prior knowledge and experiences that <b>Hispanic</b> students bring to problem solving and thinking processes.</li> </ul>
School District	<ul style="list-style-type: none"> <li>• <b>Adopt and implement curriculum</b> that integrates divergent problem solving processes.</li> </ul>
School Building	<ul style="list-style-type: none"> <li>• Implement curriculum that integrates divergent problem solving processes.</li> <li>• <b>Provide a learning environment that actively promotes and provides opportunities for Hispanic students to think analytically, logically, and creatively.</b></li> </ul>
Community	<ul style="list-style-type: none"> <li>• <b>Create a speaker's bureau of Hispanic individuals who raise awareness of our culture in all communities.</b></li> <li>•</li> </ul>
Family	<ul style="list-style-type: none"> <li>• <b>Engage in activities at community-based centers (i.e., literacy, technology, etc.).</b></li> </ul>

**Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.**

Group	Responsibility
Legislative/Government	<ul style="list-style-type: none"> <li>• <b>Provide resources to implement programs and promising practices that</b> have been shown to be <b>academically effective</b> with Hispanic students.</li> <li>• <b>Provide access for all Hispanic students, who have resided in Washington State for at least one year and have graduated from high school, to access higher education at in-state tuition rates.</b></li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• Prepare <b>ALL</b> teachers to <b>integrate academic and life skills</b>, real world events, and activities into lessons that <b>prepare Hispanic students for career and educational opportunities.</b></li> </ul>
OSPI/ESD	<ul style="list-style-type: none"> <li>• <b>Provides access to curriculum and instruction that assures Hispanic students the academic and social skills necessary to obtain opportunities in career and post-secondary education.</b></li> <li>• <b>Provide technical support, staff development, and assessment that are culturally competent and relevant to Hispanic students.</b></li> <li>• </li> </ul>
District	<ul style="list-style-type: none"> <li>• Create partnerships with <b>all</b> business, professional, and social service organizations in order to secure tutors, mentors, counselors, and advisors for Hispanic <b>students.</b></li> <li>• <b>Develop and nurture partnerships with Hispanic business, professional, and community based organizations to play an integral role in policy and decision making.</b></li> <li>• <b>Recognize and support Hispanic student organizations as an integral part of the educational process.</b></li> <li>• <b>Create and support</b> educational policies that would allow for release time for both students and employees <b>to address the academic needs of Hispanic students.</b></li> <li>• <b>Include</b> Hispanic organizations <b>in existing and future</b> advisory committees <b>regarding staffing, budget, curriculum, and policy.</b></li> </ul>

<p>School Building</p>	<ul style="list-style-type: none"> <li>• <b>Provide a broad range of options and access to post-secondary training and college education as an integral part of Pk-20 student programs.</b></li> <li>• Improve counseling and articulation agreements (<b>insert definition -- continuum alignment?</b>) between high schools and <b>post-secondary education.</b></li> <li>• <b>Ensure counselors continually review student records to assess whether Hispanic students are accessing and successfully completing appropriate course work to continue post-secondary education (e.g., access to advanced placement courses) and successfully attain the Certificate of Mastery.</b></li> <li>• <b>Create an educational plan to guide all Hispanic students in goal setting, acceptance of academic responsibility, and the importance of education for their future success.</b></li> <li>• <b>Provide guidance and counseling in life-planning for Hispanic students to consider alternatives to traditional post-secondary pathways.</b></li> <li>• Develop a comprehensive counseling plan, <b>including the student portfolio noted under Goal 1, School Building, Bullet 1, to help students access educational opportunities (e.g., scholarships, grants, workshops, college visitations, camps, and other leadership institutes).</b></li> <li>• <b>Actively recruit and ensure Hispanic youth participate in academic and social extracurricular activities.</b></li> <li>• Develop linkages with <b>higher education</b> in order to strengthen alternative school programs and allow <b>Hispanic</b> students to earn needed credits to graduate in non-traditional settings and/or a typical time period. (i.e. School-to-work, Running Start, career links, internships, <b>distance learning, HEP, Job Corps, etc.</b>).</li> </ul>
<p>Community</p>	<ul style="list-style-type: none"> <li>• <b>Participate actively with districts in areas such as vocational training/retraining, career-oriented activities, and volunteer opportunities.</b></li> <li>• <b>Include Hispanic professional and business community members to enrich the curriculum and instruction as speakers, mentors, volunteer leaders, etc. for Hispanic students.</b></li> <li>• <b>Provide opportunities for community service learning that is connected to their educational plan.</b></li> <li>• <b>Strengthen partnerships with community organizations that provide students with resources that assist them with immigration and citizenship requirements.</b></li> </ul>
<p>Family</p>	<ul style="list-style-type: none"> <li>• <b>Will participate in the above activities.</b></li> <li>• <b>Will give students the opportunity to develop to their fullest potential.</b></li> </ul>

## 1. Funding

Group	Responsibilities
Legislature	<ul style="list-style-type: none"> <li>• <b>Allocate</b> funding which focuses on meeting the <b>critical</b> needs of Hispanic students (e.g. <b>pre-K-20 drop-out rate, health and social services, and post-secondary education.</b>)</li> <li>• <b>Provide sufficient</b> funding to meet the needs of <b>Hispanic</b> second language learners, <b>including maintaining the STBP as a continued resource for local program effectiveness and accountability.</b></li> <li>• <b>Expand funding to include pre-K programs.</b></li> </ul>
OSPI/ESD	<ul style="list-style-type: none"> <li>• Provide <b>adequate</b> funding for school districts to <b>assess, evaluate, and create curriculum and instruction that reflects the needs of Hispanic students to meet</b> the Washington State Essential Academic Learning Requirements.</li> <li>• <b>Ensure agency</b> staffing <b>reflects competency in addressing the needs of English language learners and provide sufficient staffing</b> (e.g., State Transitional Bilingual Program) to provide technical assistance to school districts.</li> <li>• <b>Serve as a model to districts</b> in identifying and hiring staff who demonstrate competency in, and have a commitment to, addressing the language and cultural needs of Hispanic students.</li> <li>• Establish and fund <b>local</b> staff training programs <b>that reflect the long-term academic achievement efforts as noted in the School Improvement Plans</b> to improve the learning and teaching environment for Hispanic students.</li> <li>• Secure funding (<b>private and public</b>) for <b>supplemental programs</b> to provide Hispanic students extended learning opportunities (e.g., homework centers, extended day, extended year, <b>pre-school programs.</b>)</li> <li>• <b>OSPI to establish</b> an evaluation process to show gains in community involvement of Hispanic students.</li> <li>• <b>OSPI to provide a Hispanic</b> staff member to be community liaison responsible for contact with components <b>of the strategic plan.</b></li> </ul>

## 2. Staff Recruitment, Development, and Training

Groups	Responsibility
OSPI/School Districts	<ul style="list-style-type: none"> <li>• <b>Recruit and hire</b> certificated staff working with <b>second language learner</b> schools impacted schools <b>must have a second language acquisition endorsement.</b></li> <li>• <b>Provide training that includes skills to address the social, health, and academic needs of migrant students.</b></li> <li>• Identify, recruit, and certify <b>biliterate personnel</b> to serve as <b>instructional staff and specialists in all schools and programs.</b></li> <li>• <b>OSPI continues to</b> develop and fund programs to recruit and train certificated teachers <b>and counselors to obtain an ESL/ bilingual education endorsement which includes multicultural education.</b></li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• Develop counselor performance standards, <b>that include working with diverse student population</b></li> <li>• <b>Counselor preparation programs should include sufficient field experience that is reflective of the Hispanic student population.</b></li> <li>• <b>Provide counselor</b> training program <b>funds</b>, for the continuing <b>professional development to counsel Hispanic students.</b></li> <li>• <b>Hire more Hispanic professors who will teach culturally relevant college level courses.</b></li> </ul>
Early Childhood Education (ECE)	<ul style="list-style-type: none"> <li>• <b>Early Childhood Education</b> programs should serve <b>Hispanic families who reside within the school district boundaries to reinforce the development of kindergarten readiness skills to address the academic achievement gap at its infancy.</b></li> <li>• <b>Develop ECE</b> programs to coincide with <b>other educational programs to serve Hispanic students.</b></li> <li>• Develop bilingual/ESL endorsements for all early education childhood certificates (e.g. A.A., C.D.A., B.A., etc.).</li> <li>• <b>Ensure ECE Hispanic students are assessed for appropriate language and cognitive skills.</b></li> </ul>
K-12	<ul style="list-style-type: none"> <li>•</li> </ul>

## 3. Design and Methods of Programs

Program	Design and Methods
ESL/Bilingual/Bicultural	<ul style="list-style-type: none"> <li>• Continue bilingual/bicultural programs that serve the needs of <b>Hispanic</b> students.</li> <li>• <b>Implement the latest researched-based methods and instructions (e.g., second language acquisition, dual-language instruction, and in-class instruction).</b></li> <li>• Develop an <b>evaluation process for program effectiveness, including the Washington Language Proficiency Test (WLPT), of the Transitional Bilingual Program to review appropriate instructional staffing and program implementation.</b></li> <li>• <b>Utilize ESL standards and ESL benchmarks (when completed) to promote success in regular mainstream courses.</b></li> <li>• <b>School climate/environment should be inclusive of Hispanic students.</b></li> </ul>

#### 4. Recommendations for Implementation (formerly Accountability)

Group	Responsibility
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<p>OSPI/ESD/ School Districts/ School Buildings/ Community/ Legislature/ Government/ Higher Education</p>	<ul style="list-style-type: none"><li>• <b>Implement drop-out prevention strategies (Pk-20) to ensure Hispanic students receive an optimal educational experience that results in graduation.</b></li><li>• <b>Identify and report data to determine academic gains and gaps (including Special Education) of Washington's Hispanic student population.</b></li><li>• <b>Consult</b> with the Hispanic Think Tank regarding <b>data results to provide recommendations in alignment with the Hispanic Plan.</b></li><li>• <i>Prepare WACs, which establish the counselor's role and criteria for performance (Bernal?).</i></li><li>• <b>Create</b> legislative requests for the establishment of Hispanic <b>bilingual/bicultural counselor</b> recruitment and/or training programs (Bernal).</li><li>• <b>Develop</b> model policies for local school adoption that emphasize counseling for Hispanic <b>students.</b></li><li>• Establish a research dissemination network on techniques and strategies for educating Hispanic <b>students.</b></li><li>• <b>Utilize the "9 Characteristics" template developed by Community Outreach to assess district ability to provide effective instructional services to Hispanic students.</b></li><li>• Develop program models for ensuring balanced fiscal policies <b>and practices</b> that provide <b>equitable</b> educational opportunities for Hispanic <b>students.</b></li><li>• Establish requirements for <b>effective parental involvement and active participation.</b></li><li>• Develop WACs which ensure <b>Hispanic parents</b> advise school boards in the establishment of policies that affect Hispanic students.</li><li>• Monitor funds allocated for improvement of education programs which impact Hispanic <b>students</b>, and where non-compliance is found, develop an <b>effective</b> plan of action.</li></ul>
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#### 4. Recommendations for Implementation (cont.)

	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• Identify and recruit Hispanics for leadership and/or administrative positions proportional to the Hispanic student population.</li> <li>• Recruit Hispanic community members to represent and advocate on behalf of Hispanic students.</li> <li>• Include Hispanic representation on the State Board of Education <b>and local school boards.</b></li> <li>• Hire <b>highly qualified</b> teachers with training <b>and</b> endorsements in <b>bilingual education, ESL, and are culturally competent to work in</b> districts with Hispanic students.</li> <li>• <b>Strengthen partnerships with International Consultants (e.g., Mexican) to access post-secondary opportunities for Hispanic students.</b></li> <li>• <b>Develop partnerships with community organizations to access resources (e.g., scholarships) for post-secondary education.</b></li> </ul>
	<p><b>Instructional Support:</b></p> <ul style="list-style-type: none"> <li>• Provide a smaller class size <b>for an effective student/teacher ratio.</b></li> <li>• <b>Provide</b> extended <b>days or</b> school year (e.g., summer school, PASS Program, distance learning) for a full 180 day <b>school year. This will</b> allow <b>adequate</b> instructional time in <b>school districts</b> where Hispanic students are unable to complete their attendance <b>and academic</b> requirements during normal hours of school operation.</li> <li>• <b>Support highly trained/qualified paraeducators who work with Hispanic students.</b></li> <li>• Effectively communicate student needs, educational progress, and program requirements <b>to all stakeholders (e.g, staff, parents, students, community, etc.).</b></li> <li>• <b>Ensure counselors are trained and culturally competent to work with all Hispanic students as it relates to career and life planning.</b></li> <li>• <b>Create a healthcare coverage/education linkage to ensure early identification of student's health issues that inhibit learning (e.g., vision, dental, speech, hearing, etc.)</b></li> <li>• <b>Provide Hispanic students and families access and instruction to technology including computer literacy, technology awareness, and automation beyond the regular school setting (e.g., homework centers, local libraries, computer check-out programs).</b></li> </ul>

#### 4. Recommendations for Implementation (cont.)

	<p><b>Early Childhood Education:</b></p> <ul style="list-style-type: none"><li>• The State Board of Education adopt program standards to ensure a nurturing, caring environment and a quality child development program at each <b>ECE</b> center. (????)</li><li>• <b>Community-based organizations and local schools</b> provide <b>developmentally appropriate</b> instruction, including <b>bilingual instruction, utilizing valid and reliable language assessments, for all Hispanic students.</b></li><li>• <b>Develop and implement local and state programs that enhance pre-natal care, birth to three programs, and pre-school programs.</b></li><li>• <b>Create a linkage between pre-school programs and the K-20 system for a comprehensive educational program.</b></li></ul>
	<p><b>Adult Basic Education:</b></p> <ul style="list-style-type: none"><li>• <b>Provide Adult Basic Education (ABE) to parents and families as an integral part of the school's efforts to support Hispanic students' education (e.g., English as a second language, citizenship requirements, literacy, etc.)</b></li><li>• <b>Ensure designated program funds are utilized appropriately for ABE activities (Title I, Title III, etc.)</b></li></ul>

## 5. Parents/Guardians

Group	Responsibility
Schools/Districts	<ul style="list-style-type: none"> <li>• <b>Provide Hispanic parent/guardian orientation on school systems including knowledge of the EALRs and other educational reform efforts, and its implications on student achievement.</b></li> <li>• <b>Provide educational opportunities for Hispanic parents to develop and/or enhance their literacy skills to support student achievement.</b></li> <li>• Train school staff to <b>communicate effectively and</b> establish partnerships with <b>Hispanic</b> parents.</li> <li>• Provide <b>Hispanic</b> parents training on <b>effective</b> leadership roles and responsibilities and build relationships with school <b>staff that promotes their child's learning.</b></li> <li>• <b>Include Hispanic</b> parents and students <b>in the planning and decision-making process of the school.</b></li> <li>• <b>Ensure all documents</b> describing school services, how to obtain school services, and parent's rights in the use of the services <b>are clear to Hispanic parents.</b></li> <li>• Develop a <b>communication plan to Hispanic parents</b> for effectively communicating program requirements <b>and their child's</b> needs and educational progress.</li> <li>• Require <b>district staff</b> to <b>contact</b> parents <b>within 30 days of enrollment to orient parents on</b> instructional programs <b>and their requirements.</b></li> <li>• <b>Promote Hispanic parent's participation in</b> bilingual/bicultural activities <b>at school.</b></li> <li>• Develop alternative communication <b>plans</b> between home and school <b>where time/distance</b> inhibit <b>Hispanic</b> parents from coming to a school location.</li> </ul>

Last Revised 2/2003

We would like to take this opportunity to acknowledge the work accomplished by the four individuals listed below. The work accomplished by the four individuals listed below. They reviewed the “Washington State Educational Plan for Hispanic Youth” page by page and updated the issues identified in therein.

Their time, energy, commitment , and perseverance are deeply appreciated. We, the Hispanic Think Tank, recognize them as leaders and thank them for their contributions to our youth.

Gracias,

Diane Avalos from the Vancouver School District

Rafeal Garcia from the Mabton School District

Norma Zavala from the Seattle School District

Sylvia Reyna from the Office of Superintendent of Public Instruction

## **Resources and Materials**

- ❖ A High Performance Education System (10 Year Vision)—Office of Superintendent of Public Instruction.**
- ❖ The Essential Academic Learning Requirements—Commission on Student Learning**
- ❖ The Certificate of Mastery Fact Sheet—Commission on Student Learning**
- ❖ The Bilingual Education Frameworks—Bilingual education Program, OSPI**
- ❖ Counselor Guide—Dr. Bernal Baca**