

Center for the Improvement of Student Learning

Report to the Legislature



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State Superintendent of
Public Instruction

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Center for the Improvement of Student Learning (CISL)

Legislative Report 2009

Connecting People, Information and Resources

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Executive Summary

With the passage of Engrossed Substitute House Bill 1209 in 1993, the Washington State Legislature established the Center for the Improvement of Student Learning (CISL) as a public service center in the Office of Superintendent of Public Instruction. CISL facilitates statewide access to information and materials on educational improvement and research to improve student learning. The Legislature funded CISL's work through 2000 and reactivated it in 2006, with the passage of ESHB 3127.

The mission of CISL is to review and share educational research, create instructional tools and develop policy recommendations that promote best practices to help educators, parents and community leaders build partnerships that improve schools, engage families and increase student learning and development.

It's not just about the work CISL does, but *how* CISL does its work that matters. Collaboration is the key to CISL's success. CISL partners with individuals, organizations, programs, institutions and agencies who share the vision of academic success for all students. These partnerships enrich and extend CISL's work, by leveraging resources and opportunities. Clearly, these partnerships are essential links to helping Washington's school systems become more responsive and effective systems, serving all communities well.

CISL is directed to:

- Serve as an information clearinghouse, including maintaining a Web site.
- Provide best practices research.
- Help inform educators regarding the authority of school boards.
- Provide training and consultation services.
- Identify strategies to improve success rates of students in certain ethnic and racial groups.
- Establish a model procedure to notify parents when students have not attended class or missed a day of school.

From 2007 to 2009, CISL focused on two key areas:

- Addressing the academic achievement gap for all racial and ethnic groups.
- Continuing our work with family, school, and community partnerships.

Services provided by CISL are:

Facilitation and training: CISL facilitators provide professional development at a variety of events, from state conferences to local parent meetings. We also offer phone consultation and training via videoconference.

The CISL Web site (www.yourlearningcenter.org) offers tools and research that educators can use:

- Strategies to close the academic achievement gap.
- Current research about successful practices to support the learning of all children.
- Articles, expert interviews, recent CISL presentations and learning activities anyone can use.
- Publications for parents.
- Translated materials for educators and community organizations to distribute to parents.

This report highlights CISL's work from August 2007 until August 2009, specifically in the areas of:

- Addressing the Academic Achievement Gap
- Family, school and community partnerships
- Language Access
- Creating Partnerships that Impact Change
- The Clearinghouse: Sharing Information to Inspire Action

Outcomes of CISL's Work to Address the Academic Achievement Gap

- **Increase in understanding and action on the achievement gap:** CISL has presented the findings and recommendations of the five achievement gap studies to more than 3,000 education and community leaders, and stakeholders across the state. CISL staff members have experienced a 200 percent increase in requests for presentations about the achievement gap studies from schools of education, districts, schools and other interested organizations.
- **Tribal sovereignty curriculum:** Development of a tribal sovereignty curriculum through participation in a work group organized by OSPI's Indian Education office.
- **Expansion of the online publication clearinghouse:** More than 400 resources, presentations, descriptions of best practices and other materials are available online through the CISL Web site for educators and community members to support their continued efforts in addressing the academic achievement gap.
- **Communication and engagement with communities of color:** CISL convened or facilitated conversations between leaders of communities of color and OSPI leadership, including meetings with the state superintendant and cabinet members. These meetings have resulted in tangible organizational and policy changes, such as the hiring of an Equity and Civil Rights Director and the creation of the Student Achievement Department.

Outcomes of CISL's Work to Strengthen Family, School and Community Partnerships

- **Training and technical assistance:** CISL has served ...
 - More than 2,500 educators, administrators and community members at workshops hosted by school districts and other organizations.
 - More than 600 participants at the Partnering for Student Success Conference, organized by CISL in collaboration with internal and external partners.
 - More than 3,300 individuals and organizations who received the "Successful Schools Families Matter" DVD.
 - More than 50 educators who attended the "Successful Schools: Families Matter" video-conference series.

In each case where K-12 schools have been served, they reported increased participation by parents, and have begun to engage with community groups to provide supports for students and parents.

Outcomes of CISL's Work to Increase Language Access

- **Phone interpretation:** School districts reported they have adopted the phone interpretation service negotiated by General Administration and advertised on the CISL Web site.
- **Spanish-language media:** CISL's partnership with the newspaper *La Raza del Noroeste* allows CISL/OSPI to reach an audience of 22,000 Spanish-speaking adults via 600 outlets. CISL plans to pursue similar partnerships with other media.
- **Translated materials:** OSPI has increased the number of documents translated into other languages, including *Your Child's Progress*, a series that explains the grade level expectations for grades kindergarten through 10 and information on state testing. Additionally, CISL has produced translated materials for parents to improve communication between school staff and families.

Outcomes of CISL's Partnerships

- **Support:** CISL has provided support to more than 30 organizations with the goal of closing the academic achievement gap. These relationships have served as a platform to promote CISL materials and trainings and make them accessible to a broader audience.
- **Bridging communication:** These partnerships have served as a bridge between communities of color and OSPI. CISL has served as a voice for students and communities of color and a decision-maker on issues impacting them.
- **Voice of authority:** CISL has become known as a prominent voice in our state about issues related to the achievement gap and working with students and communities of color. This has resulted in an increase in requests for CISL to make presentations in new venues.
- **Diverse participation:** CISL's work has been informed by the diversity of external partners who participate with CISL on boards and committees.

Outcomes of the Online Clearinghouse

- **Use of online clearinghouse:** The CISL Web site receives a monthly average of 56,000 hits to its web pages and resources.
- **Dissemination of electronic publications:** Over 1200 educators and community members across the state subscribe to the CISL e-newsletter. The newsletter provides information about how to implement successful strategies to engage all families and resources that educators can use.

Next Steps for CISL

- **Staffing of Senate Bill 5973 – The Achievement Gap Oversight and Accountability Committee:** CISL will be providing this committee with technical assistance and facilitation, which will allow CISL to be a bridge between OSPI, the Legislature and communities of color.
- **Development of cultural competency standards:** CISL will work with the Professional Educator Standards Board, as well as regional Educational Service Districts (ESDs) to develop statewide standards for cultural competency.

- **Peer review team:** CISL will be convening and facilitating a peer review team, which will serve to identify, rank and promote best-practices in the state.
- **Early childhood education resources:** CISL will continue its early childhood education efforts by participating on the Standards Drafting Team with members of the Department of Early Learning, and by providing technical assistance and resources to educators to support the development of a strong, early foundation.
- **Partnership with Equity and Civil Rights, the Beginning Educator Support and Training program (BEST) and Troops to Teachers:** CISL hopes to realign more directly with these offices at OSPI as a means to provide greater capacity for accomplishing agency goals, providing technical assistance and creating useful products, particularly as they relate to the achievement gap and cultural competence.
- **Partnerships with other media:** CISL will seek to develop additional ties to local and regional English and non-English media as a means of expanding access to CISL's services and products, as well as the online clearinghouse.
- **Development of video conferences:** CISL will develop another series of video conferences with a focus on strategies to address the achievement gap and cultural competence.

Introduction

All students in Washington deserve the opportunity to have access to a great education. All students deserve to experience the full benefits of excellent teachers, culturally appropriate curriculum and rigorous academic programs that will prepare them for post-secondary opportunities and fulfilling professional careers. This experience cannot be the responsibility of teachers alone. Community leaders, business leaders, non-profit organizations and local and state government all recognize the need to work together to make this a reality for *all* students in Washington State.

The Center for the Improvement of Student Learning (CISL), within the Office of Superintendent of Public Instruction (OSPI), works to connect people to the research, promising practices and the resources they need to support the success of *all* students in Washington.

CISL is a bridge between public education and the community.

CISL's number one priority is to help educators understand the value of partnering with those outside the school, particularly families, to meet the varying needs of today's students. CISL provides trainings for educators to help them understand the value of partnerships and has developed a variety of resources for educators to use as they help families from different backgrounds and home languages to understand the public school system and prepare children for success.

The research is clear that family and community engagement with learning improves academic achievement. CISL serves to assist schools, families and communities in thinking about ways to engage with one another and develop partnerships that will support the academic, social/emotional and physical needs of students. The CISL Web site highlights communities and programs in our state that have demonstrated success in developing partnerships and engaging families in authentic, two-way relationships.

The Foundation for CISL's Work

In 2007, with the reorganization of CISL, the Center surveyed school systems in Washington to identify current practices, programs and needs for effective family, school and community partnerships.

Through the first half of 2007, CISL collected family, school partnership data from five key sources:

1. Interviews of superintendents and staff at all nine Education Service Districts (ESDs).
2. An online survey of districts with a 45 percent response rate (133 districts).
3. An online survey of schools with a 12 percent response rate (260 schools).
4. Several focus groups of more than 70 family and community members.
5. A questionnaire of more than 300 workshop and presentation participants.

CISL provides critical support for parents, students and schools with:

- *Accessible Web site with resources for students and parents in multiple languages supporting school involvement and student learning.*
- *Practical and meaningful workshops for parents and educators.*
- *Engagement of families and communities throughout Washington.*
- *Educational resource support for K-12 school and district staff in addressing the achievement gap.*
- *Visible leadership from CISL/OSPI and strong support for local districts.*

From this data, CISL discovered a consistent response, which is reflected in research: people value strong family, school and community partnerships as the key to student success. Across all data sources, educators and families agreed on their top four needs in order to increase partnerships:

- Training
- Networking with family and community groups
- Information on successful practices
- Cultural competence

These identified needs, particularly related to services for low-income and ethnic minority communities, informed CISL's plan for product/service development and delivery. From 2007 to 2009, CISL focused on two key areas: addressing the academic achievement gap and increasing family, school and community partnerships for all ethnic groups.

Addressing the Academic Achievement Gap

The Achievement Gap Studies

In 2008, the Legislature passed House Bill 2722, which created an advisory committee to address the achievement gap for African American students. CISL was charged with the responsibility for convening and providing staffing support for an Advisory Committee composed of 15 members appointed by the governor and the state superintendent. The committee was asked to compile data around the academic achievement of African American students, as well as research practices and programs that have demonstrated success for African American students. The committee was also charged with making suggestions about strategies that should be employed by educators and school systems to better serve African American students in our state.

In order to complete this work, CISL facilitated:

- Eight committee meetings.
- Interviews with seven nationally recognized experts.
- Presentations from twenty-eight exemplary programs which increase student engagement, academic achievement, graduation rates and successful post-secondary opportunities.
- Four town hall meetings in Seattle, Tacoma, Spokane and Yakima.
- Onsite visits and interviews with school and district leaders, including: Federal Way, Highline, Kent, North Thurston, Puyallup, Renton, Seattle, Spokane, Tacoma and Tukwila.

The Achievement Gap Studies:

A Plan to Close the Achievement Gap for African American Students: Staffed by CISL

From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State: Submitted to the Governor's Office on Indian Affairs

Asian Americans in Washington State: Closing Their Hidden Achievement Gaps: Submitted to the Washington State Commission on Asian Pacific American Affairs

Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington: Submitted to the Washington State Commission on Asian Pacific American Affairs

Understanding Opportunities to Learn for Latino Students in Washington: Submitted to the Washington State Commission on Hispanic Affairs

Concurrently, the Washington Commission on Asian Pacific American Affairs, the Commission on Hispanic Affairs and the Governor's Office on Indian Affairs supported four other achievement gap studies. These studies researched the causes of the achievement gap for Asian American, Pacific Islander, Latino and Native American students and developed strategic plans to address these gaps. CISL also provided input on the Native American report.

One of the key recommendations in all of the studies was to increase the recruitment, hiring and retention of highly-qualified teachers of color in high needs schools. As a result, Troops to Teachers, a federally-funded program designed to assist military personnel to become certified teachers in schools serving low-income families, and the Early Career Educator Development, a state program designed to provide mentorship for new teachers, are now aligned with CISL under OSPI's Student Achievement division.

In January 2009, CISL began promoting all five achievement gap studies through its Web site and e-newsletters. Additionally, CISL has given presentations and workshops about the findings and recommendations of the studies to more than 3,000 people. To date, CISL continues to work in a collaborative effort with representatives from each of the five committees to promote the recommendations from the studies. This group has continued to meet monthly with OSPI to develop a plan to implement the common strategies and findings.

As a result of the combined efforts of CISL and the five committees, a heightened awareness of the experience of racial and ethnic minority students in Washington's public schools has generated a renewed and more focused commitment in our state to close the academic achievement gap.

Addressing the Academic Achievement Gap: From Research to Action

CISL hosted the three-part video-conference series "Addressing the Academic Achievement Gap: from Research to Action." Panelists representing the African American, Asian American, Latino, Native American and Pacific Islander achievement gap studies gave presentations on the findings, recommendations and strategies for improving academic achievement for all students in Washington State.

More than 300 participants, including teachers, principals, district administrators, school counselors, school nurses and community members attended at 51 locations across the state. Participants found the training to be informative:

- 84 percent of participants said the presentation increased their skills and expanded their knowledge.
- 82 percent of participants will be able to apply the content in their current job assignments.
- 91 percent of participants said the presenters were organized and prepared.

What video-conference participants said:

"Those who were involved in the studies for each cultural group were extremely knowledgeable, and the common ground between the various cultures in terms of frustrations, and needs that weren't being met were identified, and made very clear."

"A concentrated focus on a topic of immense importance - having so many presenters, each from their own background, helped to expand this beyond the just one or two ethnicities that are typically present."

CISL has posted video recordings of the panel discussions on its Web site to allow others to participate in the experience on their own time, along with links to the research reports and responses to frequently asked questions about addressing the academic achievement gap. Fifty participants requested copies of the panel discussions on DVD to share the information with their districts.

Highly Capable

CISL made a presentation informing school staff about how access to highly capable programs is a strategy to address the achievement gap for students of color. The presentation served as the foundation for a video conference workshop that was given for Advanced Placement, International Baccalaureate and Highly Capable Program Coordinators across the state. The participants in this workshop expressed a willingness to reconsider their screening practices for students of color and to continue the discussion with their school-based teams.

Washington Alliance of Black School Educators 2009 Annual Conference

CISL was a major partner and contributor for the Washington Alliance of Black School Educators (WABSE) 2009 Annual Conference. The WABSE conference brought together over 125 educators, community members and administrators from around the state. The theme of the conference, "Education is a Civil Right," specifically focused on the findings in the African American achievement gap study. CISL director Erin Jones facilitated a panel that presented information on effective programs that were identified and recommended in the study: such as MESA, College Success Foundation and the Heritage Leadership Camp. Administrators also received data about the performance of African American students in their districts.

What participants said:
CISL's visible participation gave a very clear signal that the issues of the achievement gap for African American students are of great interest and concern to OSPI.

Cultural Competency and Effective Family Partnership Workshops/Trainings

Schools, conferences and university schools of education across the state requested CISL's services for cultural competence workshops, presentations and keynote speeches, including:

- Bremerton High School
- Bremerton Juneteenth Celebration
- Bryant Elementary School
- City University, Vancouver
- Diversity Day North Thurston
- Early Learning Conference
- Emmanuel Baptist Church's Education Summit
- Family Support Workers (Seattle Public Schools)
- Healthy Schools Summit
- Hunt Elementary School
- Keithley Middle School
- Lakes High School
- Lakewood Communities in Schools
- Mount Tahoma High School
- Multicultural Advisory Committee (North Thurston)
- Pacific Lutheran University
- Puyallup District Parents of Color Consortium
- Puyallup District Secondary Educators Cultural Competence Forum
- Puyallup District Teachers of Color Consortium
- Race and Pedagogy Parent Conference
- SABSE Conference

OSPI's CISL and Equity and Civil Rights Office define cultural competence as follows:

Cultural Competence is a professional and organizational development model designed to promote reflective, inclusive and culturally relevant practices by school professionals and school systems. We define Cultural Competence in two ways:

- **For individual paraprofessionals, professional staff and volunteers:** A set of attitudes, respect, awareness, knowledge and skills that enable effective work in cross-racial, cross-cultural and diverse contexts.
- **For Organizations/Systems:** A set of practices, skills, attitudes, policies and structures that operate together at the program, building and organizational level to enable fair and effective work in multicultural, multiracial, and diverse contexts.

- Sacajawea Middle School Awards Ceremony
- Seattle Alliance of Black School Educators Spring Conference
- Seattle Central Community College
- South Lake High School
- Stahl Junior High School
- Tacoma Community College Funders Banquet
- Tacoma Links Scholarship Celebration
- WABSE Conference
- Whitworth University

Sovereignty Curriculum

In 2005, the Legislature passed House Bill 1495, encouraging tribal history to be included in the common school curriculum. CISL supported the development of tribal sovereignty curriculum through participation in a workgroup organized by OSPI's Indian Education office. The curriculum is now being piloted in several schools.

Outcomes of CISL's Work to Address the Academic Achievement Gap

- **Increase in understanding and action on the achievement gap:** CISL has presented the findings and recommendations of the five achievement gap studies to over 3000 educators, community members and stakeholders across the state. CISL staff members have experienced a 200 percent increase in requests for presentations about the achievement gap studies from schools of education, districts, schools and other interested organizations.
- **Tribal sovereignty curriculum:** Development of a tribal sovereignty curriculum through participation on a work group organized by OSPI's Indian Education office.
- **Expansion of the online publication clearinghouse:** More than 400 resources, presentations, descriptions of best practices and other materials are available online through the CISL Web site for educators and community members to support their continued efforts in addressing the academic achievement gap.
- **Communication and engagement with communities of color:** CISL convened and facilitated conversations between leaders of communities of color and OSPI's leadership, including meetings with the superintendant and his cabinet. These meetings have resulted in tangible organizational and policy changes such as the hiring of an Equity and Civil Rights Director and the creation of the Student Achievement department.

Next Steps and Recommendations

- **Provide strategies:** CISL will staff the Achievement Gap Oversight and Accountability Committee, as charged by Second Substitute Senate Bill 5973, which will synthesize the findings of the five achievement gap final reports and will provide strategies to the Legislature, the State Board of Education (SBE), the Professional Educator Standards Board (PESB), and OSPI for addressing the achievement gap.

- **Regional/statewide conferences:** CISL will utilize regional and statewide conferences and its Web site to promote the findings of the Achievement Gap Oversight and Advisory Committee and the PESB Cultural Competency Work Group.
- **Expand clearinghouse:** CISL will expand access and usage of the online clearinghouse with new examples of best practices in the areas of student achievement for P-20 students.
- **Align OSPI programs:** CISL will identify and facilitate the realignment of existing OSPI programs and resources working on the reduction of the student dropout rate and the achievement gap.
- **Standards:** CISL will work with PESB to recommend cultural competency standards for pre-service, beginning, and career teachers.
- **Training:** CISL will partner with OSPI's Equity and Civil Rights office to train OSPI employees on Civil Rights laws, anti-bias and cultural competency.
- **Technical assistance:** CISL will develop partnerships with the nine ESD Superintendents to convene stakeholders and provide technical assistance for educators to address the achievement gap.
- **Statewide model:** CISL will collaborate with Puget Sound ESD and regional educators to develop a statewide model for cultural competency trainings.

Family, School and Community Partnerships

Research and best practices confirm that when schools link student learning to family and community involvement, they create environments in which all students can meet and exceed academic standards¹. This understanding is at the heart of CISL's work. CISL promoted best practices to develop authentic partnerships with all parents for students' academic success via its Web site and organized professional development opportunities for parents and educators.

Partnering for Student Success Conference

To a large degree, CISL was reactivated in 2006 to develop the school system's involvement with low-income and ethnic minority communities as a way to increase student achievement. CISL first addressed this by organizing "Partnering for Student Success," a statewide conference for parents/guardians that was supported by the Office of the Education Ombudsman (OEO), Office of the Governor, the Partnership for Learning and other organizations.

Building on the success of this first conference, CISL organized a workgroup of internal and external partners to hold the conference again in Yakima on October 2-3, 2008. This second conference drew more than 600 attendees, including teams of teachers, administrators, staff, parents and community members.

Workshops highlighting promising family, school and community partnerships across the state were available to participants in English and Spanish. Participants were also given the opportunity to develop a plan of action for how they would implement strategies they learned at the conference.

Speakers at the conference included nationally-recognized expert Dr. Karen Mapp from the Harvard Graduate School of Education who shared research-based practices on effective family, school and community partnerships. Local expert Jessie Garza, Jr., of Yakima School District also gave a keynote address on strategies to engage parents who do not speak English or who are unable to read and write.

What participants said:

"I am coming away with a lot to think about. This is my first exposure to many of the ideas presented. I've learned to move parent involvement from a compliance issue to something that will help our students achieve more."

"The insights and stories that were shared were excellent – very inspirational. I am excited to get some of these programs up and running at my school."

"The keynote speakers were fantastic! Their inspiration and knowledge gave me something more to work from."

"I attended the Partnering for Success conference in Yakima and came away with a renewed and revised focus on authentic parent involvement."

"I thought the conference was great and it inspired me to reach out more to our parents."

¹ Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning, Office of Superintendent of Public Instruction, pg.119–128 © June 2007 (<http://www.k12.wa.us/research/pubdocs/ninecharacteristics.pdf>)



Successful Schools: Families Matter DVD

CISL produced and distributed 3,300 copies of a DVD highlighting promising family and community partnership practices from one district and two schools from Washington State. The DVD also included an interview with Dr. Karen Mapp about her research with family, school, and community partnerships.

The practices highlighted in the “Successful Schools: Families Matter” DVD were:

- **The Latino Family Group** at Beacon Hill Elementary in Seattle, which meets once a month to socialize, bond and learn about the school. The model was an inspiration to start a similar program with the school’s Asian families, mostly from China and Vietnam.
- **The Heritage Leadership Camp** at Federal Way School District meets three times during the school year for daylong workshops. Twelve mentors promote leadership and academic excellence to 60 middle school students. Some of the mentors also meet individually with students throughout the year.
- **Navigation 101** is a guidance program that starts during a student’s freshman year and ends at graduation. Wanting to further engage students and their families in education, Grandview High School adopted the program.

Successful Schools: Families Matter Video Conference

In May 2008, CISL hosted a three-part video conference series with three districts sharing their successful family, school and community partnership practices. These included practices that facilitate partnerships with families whose home language is not English. Over 50 participants attended from around the state.

What one participant said:

This program represents a financial and philosophical commitment to include all parents, to benefit all kids.

Family, School and Community Engagement Online Resources Toolkit

CISL created an extensive matrix of online resources that districts can use in their partnership efforts.

Thirty-three Web sites were identified that provide resources in the following categories:

- Research-based practices
- Surveys and evaluations
- Policies and statistics
- Promising practice models
- Curriculum materials
- Professional development
- Materials/kits/publications
- Diverse populations
- Resources for parents and families

CISL Presentations and Workshops

CISL was invited to provide training about successful family, school and community partnerships at statewide conferences and local workshops to over 2,500 educators, administrators and community members. These presentations provided data on the impact of partnerships and suggestions for educators about how to partner with families and communities in authentic ways. Participants were encouraged to think outside the

box about family engagement, and to move beyond the traditional understandings of parent engagement and community involvement.

Several schools participated in CISL workshops around family and community partnerships. One school, Sacajawea Middle School in Spokane, entered into a relationship with the Black Church Association as a result of what they learned at a workshop. These pastors have agreed to mentor school staff and provide outside support for African American students in the school. The principal at Sacajawea also invited young African American businessmen to mentor and spend lunch with African American students.

As a result of another CISL workshop, Hunt Elementary School in Puyallup began to develop a relationship with business partners in the community to create their first food bank to meet the needs of families out of work in this troubled economy.

CISL provided several workshops at conferences around the state, including:

- Washington State Indian Education Association
- Healthy Schools Summit
- Washington Education Research Association Winter Conference
- 2007 and 2008 OSPI Summer Institutes
- 2009 OSPI January Conference
- Title I Parent Advisory Council
- Washington State PTA Emerging Leaders Conference
- Seattle Alliance of Black School Educators Starting Strong Conference
- King County Refugee Forum
- Full Day Kindergarten Orientation & Seminars
- 2008 Association of Washington State Principals and Washington State Association of School Administrators Summer Conference

The impact of CISL's school workshops:

The Center plays an important role for empowering active, informed parent involvement in their children's schooling and learning. The information the Center provides is accessible, equitable, and beneficial for all parents. I thank you for coming to North Thurston to give a presentation to our district's Citizens' Multicultural Advisory Council last fall. The parents and educators appreciated the information and were amazed at the depth of resources available to them through CISL.

Karen Eitreim
North Thurston School District

Starting Strong P-3 Conference

In June 2009, CISL joined an OSPI workgroup organized by OSPI's Early Learning office as a key partner in the Starting Strong Conference. The purpose of the Starting Strong Conference was to enhance connections and educational alignment of early learning for children birth through age 8.

The conference focused on providing participants with research and information on four key areas known to improve instructional practice and student achievement. The four areas include:

- Family engagement
- Aligned and effective instructional practices
- Community coalitions and partnerships
- Effective leadership

CISL Director, Erin Jones served as a keynote speaker, presenting the findings of the five academic achievement gap studies and the vital role of early learning in closing the gap. Presentations and panelists shared local models and research focused on the importance of cross sector understanding and alignment as a critical component to improving early learning opportunities and educational success for children.

The conference attracted more than 400 attendees representing nearly every role in early learning: child care providers, preschool teachers, elementary teachers, paraprofessionals, principals, superintendents, policy makers, early learning advocates and funders. Fifty percent of those attending came with a team; thirty-nine counties in Washington were represented.

A key highlight of the conference was the signing of a Joint Resolution and Accountability Framework by the Superintendent of Public Instruction, Randy I. Dorn; Dr. Bette Hyde, Director of the Washington State Department of Early Learning and Nina Auerbach, President/CEO of Thrive By Five.

Conference evaluations reflect that 97 percent of attendees reported they had increased their knowledge in the area of family and community engagement. Attendees felt energized and poised to work with their partners to improve early learning alignment in their programs and schools.

Funder's Conversation

In partnership with Philanthropy Northwest, the Bill and Melinda Gates Foundation, The Latino Community Fund and OSPI's Equity and Civil Rights office, CISL convened a Funder's Conversation in July 2009 which brought together forty-eight non-profit and private foundations working on issues of education in Washington.

Participants shared their current work and projects and received information about OSPI's work and programs. Over 20 foundations attended including:

- Bill and Melinda Gates Foundation
- Casey Family Programs
- City of Seattle Office of Education
- College Spark Washington
- Committee for Children
- Comprehensive Health Education Foundation
- College Success Foundation
- Discuren Foundation
- Fordham Street Foundation
- Foundation for Early Learning
- Greater Tacoma Community Foundation
- Kijana Voices
- Latino Community Fund
- Marguerite Casey Foundation
- Martinez Foundation
- Medina Foundation
- New School Foundation
- Northwest Education Loan Association Foundation
- Paul G. Allen Family Foundation
- Philanthropy Northwest
- Pride Foundation
- Raikes Foundation
- Social Venture Partners

- University of Washington Foundation
- Washington Apple Education Foundation

Outcomes of CISL's Work to Strengthen Family, School and Community Partnerships

Training and Technical Assistance: CISL has served ...

- More than 2,500 educators, administrators and community members at workshops hosted by school districts and other organizations.
- More than 600 participants at the Partnering for Student Success Conference, organized by CISL in collaboration with internal and external partners.
- More than 3,300 individuals and organizations who received the Successful Schools Families Matter DVD.
- More than 50 educators who attended the *Successful Schools: Families Matter* video-conference series.

In each case where K-12 schools have been served, they reported increased participation by parents, and have begun to engage with community groups to provide supports for students and parents. For example, Sacajawea Middle School in Spokane has now engaged black businessmen in a weekly lunch visitation program.

Next Steps and Recommendations

- **Regional workshops:** CISL is partnering with OEO and OSPI's Equity and Civil Rights office to organize a series of regional workshops for educators and families.
- **Let's Talk About It:** CISL will develop trainings to support the *Let's Talk About It* materials and encourage distribution on a wider scale.
- **Focus on partnerships:** CISL will continue to provide trainings at workshops and conferences statewide, with greater focus on cultural competency and the power of using authentic family/community partnerships to address the achievement gap.
- **Work with more partners:** CISL will expand partnerships with the governor's ethnic commissions and the Governor's Office of Indian Affairs to distribute critical resources, trainings and information for the communities most greatly affected by the achievement gap.
- **Integrate partnerships within OSPI:** CISL will work in partnership with internal partners to develop a mechanism to integrate family and community partnerships into all other OSPI divisions.

Language Access

CISL has promoted best practices to engage families whose home language is not English, for example:

1. **Translations Work Group:** CISL convened a work group to promote the translation of materials for parents statewide. CISL provided student data by home language to help determine translation needs. (See the statewide chart on page 21 for a breakdown by Educational Service District.) As a result of this work, more materials for parents have been translated. This includes *Your Child's Progress*, a series that explains the grade level expectations for grades kindergarten – 10, and graduation requirements. Schools and districts report that the translated versions of these documents are valuable resources they use for parent meetings, parent-teacher conferences and other community events.

2. **Translations Web page:** CISL compiled materials translated by OSPI, other state agencies and educational non-profit organizations and provided them online. Creating this online clearinghouse of translated materials has increased accessibility for schools and districts.

CISL is currently exploring collaboration with Puget Sound ESD to create a translations sharing system.

3. **Phone interpretation:** CISL informed districts of the state contract, negotiated by General Administration, for phone interpretation through its Web site and e-newsletter. For a reasonable fee, districts can sign up for this service to access on-demand phone interpretation in over 170 languages.
4. **Glossaries of Educational Terms:** In collaboration with Puget Sound ESD, Seattle School District and Vancouver School District, CISL developed glossaries of educational terms in Russian, Somali and Vietnamese. CISL had previously collaborated with internal and external partners to create a Spanish version. The glossary is a reference tool for school and district staff containing technical educational terms, ensuring the consistency of translated terminology.
5. **Translated materials:** CISL worked with internal and external partners to create translated informational materials for parents, including:
 - *Let's Talk About It: Your Child's Education* (available in print, narration, post cards and PowerPoint).
 - Guide to Preventing Truancy and Understanding the "Becca Bill."
 - Template letters to parents when a student has two and five unexcused absences.

What districts have said:

"I just sent the link to your page describing the new telephone language line service to all our principals and counselors. This will be especially helpful when we have a need for someone who speaks a language that we can't find an interpreter for."

Ann Oxrieder
Bellevue School District

"Your work to create a bank of shared documents of common interest for schools statewide is invaluable. We did not have this resource prior to CISL. This collection allows us to work smarter and in a more cost-effective manner, and your documents span numerous languages for which I simply cannot find or afford translation. This bank of documents helps educators, but it is also important to note that the understanding and support it provides parents and guardians who speak limited English empowers these parents to be informed, active parents and in the end, helps their children be more successful."

Karen Eitreim
North Thurston Public Schools

6. **Partnership with Spanish-language media:** CISL has negotiated a partnership with *La Raza del Noroeste*, a newspaper that is distributed in Pierce, King, Snohomish and Skagit counties, with a circulation of 22,000 via 600 outlets. The newspaper publishes a weekly education column with information for parents provided by CISL and its partners. CISL plans to pursue similar partnerships with other media throughout the state.

Outcomes of CISL's Work to Increase Language Access

- **Phone interpretation:** Districts reported that they had adopted the phone interpretation service negotiated by General Administration and advertised on the CISL Web site.
- **Spanish-language media:** CISL's partnership with the newspaper *La Raza del Noroeste* allows CISL/OSPI to reach an audience of 24,000 via 600 outlets. CISL plans to pursue similar partnerships with other media.
- **Translated materials:** OSPI has increased the number of documents translated into other languages, including Your Child's Progress, a series that explains the grade level requirements for grades kindergarten – 10, and graduation requirements. CISL has produced translated materials for parents to improve communication between school staff and families.

Total Students Statewide: 1,084,631

Students whose home language is not English: 171,850 – 15.8%

Language	%	#
English	84.2%	912,781
Spanish	9.7%	105,126
Russian	0.9%	10,136
Vietnamese	0.8%	8,747
Chinese	0.5%	5,563
Ukrainian	0.5%	5,070
Other Languages	3.4%	37,208

*As reported by districts in October 2008 in the Core Student Record System.

Next Steps and Recommendations

- CISL will collaborate with internal and external partners, such as Puget Sound ESD, Seattle Public Schools, Migrant and Bilingual Education and the OEO to create additional translated resources for families.
- CISL will seek partnerships with other entities, such as the state PTA organization and other ethnically focused print media, to expand access to information on the CISL Web site.

Statewide Numbers by Home Language, 08-09

*As reported by districts in October 2008 in the Core Student Record System.

ESD 189 - Total Students: 172,418

Students whose home language is not English:
23,498 – 13.6%

Language	%	#
English	86.4%	148,920
Spanish	7.6%	13,181
Russian	1.1%	1,848
Ukrainian	0.8%	1,324
Vietnamese	0.7%	1,221
Korean	0.5%	905
Other Languages	2.9%	5,019

ESD 171 - Total Students: 42,537

Students whose home language is not English:
11,785 – 27.7%

Language	%	#
English	72.3%	30,752
Spanish	27.0%	11,486
Russian	0.5%	193
Other languages	0.2%	106

ESD 114 - Total Students: 52,293

Students whose home language is not English:
1,731 – 3.3%

Language	%	#
English	96.7%	50,562
Spanish	1.7%	871
Tagalog	0.5%	255
Other Languages	1.2%	605

PSESD - Total Students: 408,570

Students whose home language is not English:
70,875 – 17.3%

Language	%	#
English	82.7%	337,695
Spanish	6.9%	28,113
Vietnamese	1.5%	6,251
Chinese	1.1%	4,461
Russian	0.8%	3,387
Korean	0.8%	3,228
Somali	0.7%	2,911
Ukrainian	0.6%	2,509
Tagalog	0.5%	2,037
Other Languages	4.0%	16,163

ESD 113 - Total Students: 76,826

Students whose home language is not English:
4,276 – 5.6%

Language	%	#
English	94.4%	72,550
Spanish	4.3%	3,276
Other Languages	1.3%	1,000

ESD 101 - Total Students: 95,295

Students whose home language is not English:
3,212 – 3.4%

Language	%	#
English	96.6%	92,083
Russian	1.2%	1,163
Spanish	0.7%	711
Other Languages	1.4%	1,338

ESD 112 - Total Students: 104,440

Students whose home language is not English:
12,174 – 11.7%

Language	%	#
English	88.2%	92,266
Spanish	5.1%	5,296
Russian	3.0%	3,121
Ukrainian	0.9%	893
Vietnamese	0.5%	553
Other Languages	2.2%	2,311

ESD 105 - Total Students: 63,718

Students whose home language is not English:
23,588 – 37.0%

Language	%	#
English	62.9%	40,130
Spanish	36.5%	23,244
Other Languages	0.5%	344

ESD 123 - Total Students: 68,534

Students whose home language is not English:
20,388 – 29.7%

Language	%	#
English	70.3%	48,146
Spanish	27.6%	18,948
Russian	0.5%	363
Other Languages	1.6%	1,077

Creating Partnerships that Impact Change

It's not just about the work CISL does, but *how* CISL does its work that matters. Collaboration is the key to CISL's success. CISL partners with individuals, organizations, programs, institutions and agencies who share the vision of academic success for all students. These partnerships enrich and extend CISL's work, by leveraging resources and opportunities. Clearly, these partnerships are essential links to helping Washington's school systems become more responsive and effective systems, serving all communities well.

An important partner for CISL in this work is the OEO. Funded in the same legislation, CISL works with OEO to promote the development of effective family, school and community partnerships statewide. While CISL works primarily through the education system (ESDs, districts and schools), OEO works primarily to provide direct services to parents and community-based organizations. CISL and OEO have collaborated successfully on several projects, including a family resource guide called *Let's Talk About It: Your Child's Education* and a statewide advisory committee.

Building relationships with racial and ethnic minority communities is a CISL priority. We know that we need to learn from the community and work together to improve student learning. CISL continues to work with the Governor's Office on Indian Affairs, the WA State Commission on Hispanic Affairs, the WA State Commission on African American Affairs and the WA State Commission on Asian Pacific American Affairs to identify data and to jointly develop projects that demonstrate *all* students *can* learn and be successful.

CISL staff has developed relationships with many education organizations to learn about their efforts, to build connections, and to offer support. These groups include:

- Association of Washington School Principals (ASWP)
- City University (Renton, Vancouver)
- Highline Community College
- National Network of Partnership Schools
- Pacific Lutheran University (PLU)
- Parent Information and Resource Center (PIRC)
- Puget Sound ESD
- Seattle and Washington Alliance for Black School Educators
- Seattle Central Community College
- Tribal Leaders' Congress on Education
- University of Puget Sound
- University of Washington (U of W)
- Washington Association of School Administrators (WASA)
- Washington Education Association (WEA)
- Washington State Association for Multicultural Education (WSAME)
- Washington State Parent Teacher Association
- Washington State School Directors' Association (WSSDA)

Collaboration with colleagues and programs within OSPI is also important. As a state agency, OSPI has more than 35 programs with a family and/or community component. These programs function primarily as

independent entities, each with their own guidelines, legal requirements and funding sources. To promote cross-agency communication on family, school and community partnerships, CISL created a forum to coordinate efforts and to share ideas amongst programs. This forum has become the anchor team for a statewide network that serves to leverage opportunities and resources to transform the way schools work with families and communities. The group also has representation from three school districts and three ESD's and meets bi-monthly to develop common language and to assess statewide needs.

Committees and Boards:

Due to the heightened concern across the state with addressing the needs of our students of color, and a new awareness about the need to effectively engage families and community members, the work of CISL has become critical. For this reason, CISL staff members have been asked to participate in a variety of committees, boards and organizations. CISL's participation in these efforts broadens its reach, as the committees and boards are part of our network to distribute resources and information across the state.

Achievement Gap Work Group

This group was initiated to continue to push forward the recommendations of each of the five achievement gap work groups. CISL has served as the convener of monthly meetings of the work group with State Superintendent Randy I. Dorn.

Black Education Strategy Round Table

CISL was invited to make presentations to the Pierce County Black Collective on the work of the Achievement Gap Studies and to participate on the Black Education Strategy Round Table, which serves to prepare items to propose to legislative committees.

Center for the Strengthening of the Teaching Profession Cultural Competency Committee (CSTEP)

This committee is comprised of educators at all levels, from pre-service to higher education, of all racial and ethnic backgrounds, who have demonstrated expertise in cultural competence. The committee's goal is to develop cultural competence curriculum that can be used in professional development around the state.

Early Learning Plan Drafting Team

The Governor has requested that this team develop a strategic plan to address the achievement of all students from pre-school through third grade.

Milken Educator Award Selection Committee

CISL Director, Erin Jones was the 2007 Milken Award winner for Washington State. For this reason and because of her broad perspective about educators from diverse cultures and grade levels, Erin was selected to serve on the selection committee for the 2008 Milken Award recipient. This gave Erin the opportunity to learn about best practices around our state at every level of education and exposed the work of CISL to other members of the selection team who represented a variety of education stakeholders.

Multi Ethnic Think Tank (METT)

This committee includes educational leaders representing major ethnic groups and underserved populations in our state. The group discusses issues surrounding education, develops policy to present to the Legislature, and lobbies for issues that impact students of color and students in poverty.

Multicultural Advisory Committee (MAC)

The MAC is a committee that was established over 20 years ago to address the needs of students and families of color in the North Thurston School District. This committee serves as a voice for parents of color and as a venue for families to learn about new initiatives and methods for engaging students in a more effective way in order to increase academic achievement.

Positive Behavior Intervention System Advisory Team (PBIS)

PBIS is a philosophy and training program that was originally designed to address the behavior of students involved in special education programs. In recent years, the PBIS work group for Washington State has begun to rethink the use of this model to address the general needs of the whole school. As CISL's focus is to address the needs of students and families of color, CISL was asked to participate on the Advisory Team to provide a voice that has not been heard.

Professional Educator Standards Board (PESB) Cultural Competency Work Group

Second Substitute Senate Bill 5973 required the PESB, in consultation and collaboration with the Achievement Gap Oversight and Accountability Committee, to identify a list of model standards for cultural competency and make recommendations to the education committees of the legislature on the strengths and weaknesses of those standards. The standards reflect each level of certification and the entire teacher career continuum.

CISL representation provides a link between this committee and the Achievement Gap Oversight Committee.

Race and Pedagogy Initiative (University of Puget Sound)

The Race and Pedagogy Initiative was developed three years ago to address the needs of students and staff of color at the University of Puget Sound.

Seattle Alliance of Black School Educators (SABSE)

This committee is a subsidiary of WABSE. CISL serves as a representative from OSPI to provide resources for African American educators, families and students.

The Golden Apple Awards Selection Committee

CISL was asked to send a representative to serve on the Golden Apple Awards Selection Committee to look at applications for these awards through a different lens. This selection committee connected the work of CISL to a variety of community organizations, as well as to one of the vice presidents of the state Parent Teacher Association, which led to later work with the PTA for families of color.

Washington Alliance of Black School Educators (WABSE)

WABSE addresses the needs of African American teachers and those teaching African American students in Washington State. CISL has helped WABSE consider new ways to address families. CISL supported the organization in the development of its first ever student workshop.

Washington Education Research Association Planning Committee (WERA)

WERA serves to provide professional development for educators at every level across the state. The work of CISL to date elevated the importance of creating opportunities for all students to experience academic success. The focus of the WERA Winter Conference was addressing the needs of all students, with a focus on addressing issues surrounding the achievement gap.

Washington State Alliance for Multicultural Education (WSAME)

This committee provides professional development and workshops for teachers. WSAME benefits from the resources and training provided by CISL, as well as an opportunity to have a voice at the state level about their work.

Washington State Education Coordinating Council (WSECC)

WSECC was created in 2006 to address state achievement in the areas of math and science. CISL was asked to participate on this council to help the committee think about using community partnerships to increase the involvement of families in the study of math.

Washington State Indian Education Association (WSIEA)

WSIEA is an association that focuses on the education of students from Native American tribal communities.

Outcomes of CISL's Partnerships:

- **Support:** CISL has provided support to more than 30 organizations with the goal of closing the academic achievement gap. These relationships have served as a platform to promote CISL materials and trainings and make them accessible to a broader audience.
- **Bridging communication:** These partnerships have served as a bridge between communities of color and OSPI. CISL has served as a voice for students and communities of color and a decision-maker on issues impacting them.
- **Voice of authority:** CISL has become known as a prominent voice in our state about issues related to the achievement gap and working with students and communities of color. This has resulted in an increase in requests for CISL to make presentations in new venues.
- **Diverse participation:** CISL's work has been informed by the diversity of external partners who participate with CISL on boards and committees.

Next Steps and Recommendations

- CISL will seek to leverage existing relationships and build new ones to provide greater access to important information about education.
- CISL will partner with more organizations to provide regional trainings for educators and families.
- CISL will help develop connections between organizations in order to help them work together across our state to address the achievement gap.

The Clearinghouse: Sharing Information to Inspire Action

The CISL Web site is a clearinghouse for research, success stories, and promising practices from schools and districts throughout the state. The site serves as a trusted resource for educators, families and the community to find information and inspiration about education in Washington, particularly as it relates to students of color and students for whom English is not their home language.

The Web site has integrated the use of audio, photo slideshows, narration and video creating a more inclusive site to appeal to educators and families from around the state.

CISL collaborates with internal and external partners to identify and develop resources for the CISL Web site. For example, CISL collaborated with Building Bridges and DSHS to develop an article and narrated slide show for teachers about how to promote the success of students in foster care. This was followed up with an interview with Scott Hanauer, the Clinical Director at Community Youth Services, describing how foster parents can support the academic success of children and youth in their care. This article will be reprinted in a DSHS newsletter. The collaboration will continue in the fall of 2009 with a narrated presentation about how high school students can successfully transition into adulthood and higher education.

Successful practices implemented by schools are identified through a variety of sources, including onsite visits by the CISL staff. When a successful practice is identified, CISL provides practical information, resources and contact information about the practice on its Web site so that other districts can implement the practice.

Each month, an e-newsletter with articles about successful practices, program highlights and current research is distributed to district public information officers and to a growing list of more than 1,200 subscribers across the state. Some subscribers, in turn, distribute the e-newsletter to members of their organizations. The CISL Web site receives a monthly average of 56,000 hits to Web pages and resources on www.yourlearningcenter.org.

Outcomes of the Online Clearinghouse

- **Use of Online Clearinghouse:** The CISL Web site receives a monthly average of 56,000 hits to its Web pages and resources.
- **Dissemination of Electronic Publications:** Over 1,200 educators and community members across the state subscribe to the CISL e-newsletter. The newsletter provides information about how to implement successful strategies to engage all families and resources that educators can use.

An example of a successful practice

Lakeview Hope Academy is an elementary school characterized by a philosophy - not a program - that is serving to change the lives of students and families in one of the poorest areas of Lakewood. The philosophy of this school is based on the Kids-at-Hope model – that all kids can demonstrate success in a variety of areas, no exceptions! This model has been replicated across the nation with great success. Currently, there are six different Kids-at-Hope schools in three school districts in Washington – Lakewood, Tacoma and Bremerton. These schools have demonstrated positive changes in school culture and great increases in family engagement. State Superintendent Randy I. Dorn has endorsed this philosophy and regularly mentions the philosophy in presentations about striving for greater achievement for all students.

Next Steps and Recommendations

- CISL will collaborate more intentionally with programs at OSPI as well as outside sources, such as universities and other agencies to develop a virtual continuum upon which schools and districts could easily access programs to improve student achievement along the pre-school to post-secondary continuum.
- CISL will promote the Web site as a primary resource at OSPI for addressing the achievement gap.
- CISL will expand the base of e-newsletter readers to include partners in early learning and higher education.
- CISL will develop more web-based products to meet the growing needs of educators as they seek to improve student achievement.
- CISL will increase the number of hits to resources and pages on its Web site from an average of 56,000 hits per month to an average of 76,000 hits per month. It will also increase the number of e-newsletter subscribers from 1,200 to 2,000.

Next Steps

In 2007, CISL set the foundation for ongoing work. Developing partnerships, designing the Web site and assessing needs were all first steps in determining how CISL would work most effectively to help develop family, school and community partnerships. In 2008-2009, CISL focused on creating resources that would be helpful to these partners and provided training in the effort to improve student achievement.

These efforts will continue with a more intentional focus on utilizing partnerships to add to the bank of resources available to educators and families. The work with House Bill 2722, The Achievement Gap for African Americans, made CISL the public face for work around the achievement gap. Although CISL will continue to develop other partnerships, the focus of work in the upcoming years will be directly related to student achievement for students of color and supporting the work of districts as they develop strategic plans to address the achievement gap.

Below is a list of emerging or expanding projects for CISL:

- **Staffing of Senate Bill 5973 – The Achievement Gap Oversight and Accountability Committee:** CISL will be providing this committee with technical assistance and facilitation, which will allow CISL to be a bridge between OSPI, the Legislature, and communities of color.
- **Development of cultural competency standards:** CISL will be working with the PESB, as well as regional ESDs to develop statewide standards for cultural competency.
- **Peer Review Team:** CISL will be convening and facilitating a Peer Review Team which will serve to identify, rank and promote best-practices in the state.

- **Early Childhood Education Resources:** CISL will continue its early childhood education efforts by participating on the Standards Drafting Team with members of the DEL and by providing technical assistance and resources to educators to support the development of a strong, early foundation.
- **Partnership with Equity and Civil Rights, the Beginning Educator Support and Training program (BEST) and Troops to Teachers:** CISL hopes to realign more directly with these offices at OSPI as a means to provide greater capacity for accomplishing agency goals, providing technical assistance and creating useful products, particularly as they relate to the achievement gap and cultural competence.
- **Partnerships with other media:** CISL will seek to develop additional ties to local and regional English and non-English media as a means of expanding access to useful materials.
- **Development of video conferences:** CISL will develop another series of video conferences with a focus on strategies to address the achievement gap and cultural competence.

In 2009, CISL will focus on providing more resources and technical assistance for educators and families to improve student achievement, particularly that of students of color. CISL will convene and staff the Achievement Gap Oversight and Accountability Committee, helping to focus attention on closing the gap and to enhance its clearinghouse of best practices.

Instead of investing resources in developing and staffing its own conferences, CISL will seek to partner with others who are already providing workshops and conferences. This should provide a more efficient use of its resources.

CISL will be a household name for educators, community leaders and families. When the public is looking for resources to address student achievement, their premier choice will be the Center for the Improvement of Student Learning.

Attachments

- [2009 Senate Bill 5973 - Closing the achievement gap in education](http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf)
(<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf>)
- [A Plan to Close the Achievement Gap for African American Students](http://www.k12.wa.us/CISL/pubdocs/AfrAmer%20AchGap%20Rpt%20FINAL.pdf)
(<http://www.k12.wa.us/CISL/pubdocs/AfrAmer%20AchGap%20Rpt%20FINAL.pdf>)
- [Addressing the Academic Achievement Gap: From Research to Action Video Conference Series](http://www.k12.wa.us/cisl/K-12/AchivemengGapTraining.aspx)
(<http://www.k12.wa.us/cisl/K-12/AchivemengGapTraining.aspx>)
- [Family, School and Community Engagement Online Resources Toolkit](http://www.k12.wa.us/cisl/pubdocs/FSC_online_resources_chart.pdf)
(http://www.k12.wa.us/cisl/pubdocs/FSC_online_resources_chart.pdf)
- [Guide to Preventing Truancy and Template Truancy Letters](http://www.k12.wa.us/CISL/K-12/Truancy.aspx)
(<http://www.k12.wa.us/CISL/K-12/Truancy.aspx>)

- [Improving Educational Outcomes for Children and Youth in Foster Care](http://www.k12.wa.us/cisl/improvingoutcomes/index.htm)
(<http://www.k12.wa.us/cisl/improvingoutcomes/index.htm>)
- [Let's Talk About It: Your Child's Education](http://www.k12.wa.us/cisl/LetsTalk/index.htm)
(<http://www.k12.wa.us/cisl/LetsTalk/index.htm>)
- [Presentation by Jesse Garza, Jr., Yakima School District](http://www.k12.wa.us/CISL/pubdocs/VolunteerProgram.ppt) at the Partnering for Student Success Conference, October 2008 (<http://www.k12.wa.us/CISL/pubdocs/VolunteerProgram.ppt>)
- [Presentation by Karen L. Mapp, Ed. D, Harvard Graduate School of Education](http://www.k12.wa.us/CISL/speeches/DrKarenMapp.mov) at the Partnering for Student Success Conference, October 2008 (<http://www.k12.wa.us/CISL/speeches/DrKarenMapp.mov>)
- [Successful Schools: Families Matter DVD](http://www.k12.wa.us/CISL/FamilyCommunity/DVD.aspx)
(<http://www.k12.wa.us/CISL/FamilyCommunity/DVD.aspx>)

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