

**WHITE HOUSE INITIATIVE  
ON EDUCATIONAL EXCELLENCE FOR HISPANICS  
COLLEGE- AND CAREER-READY STANDARDS  
WEBINAR  
SEPTEMBER 17<sup>TH</sup>, 2014**





# **COLLEGE- AND CAREER-READY STANDARDS**

**TERRA WALLIN, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION**

# WHAT ARE COLLEGE- AND CAREER-READY STANDARDS?

- **Standards:** What students are expected to know and be able to do.
  - Do not get into the question of what or how teachers teach.
- **College- and Career- Ready Standards:** Content standards for kindergarten through 12<sup>th</sup> grade that build towards college and career readiness by the time of high school graduation.
- Students who meet the standards will not need remedial course work at the postsecondary level.



# WHY COLLEGE- AND CAREER- READY STANDARDS?

- 1 / 3 of American students require remedial coursework in college.
- The US now ranks 12<sup>th</sup> in completion rates for young adults.
- To shift the focus to higher-order thinking skills, real-world problem solving, and 21<sup>st</sup> century skills.



# HOW DO WE KNOW STANDARDS ARE COLLEGE- AND CAREER- READY?

- 1) Standards that are common to a significant number of States; or
- 2) Standards that are certified by a State network of institutions of higher education (IHEs), which certify that students who meet the standards will not need remedial course work at the postsecondary level.

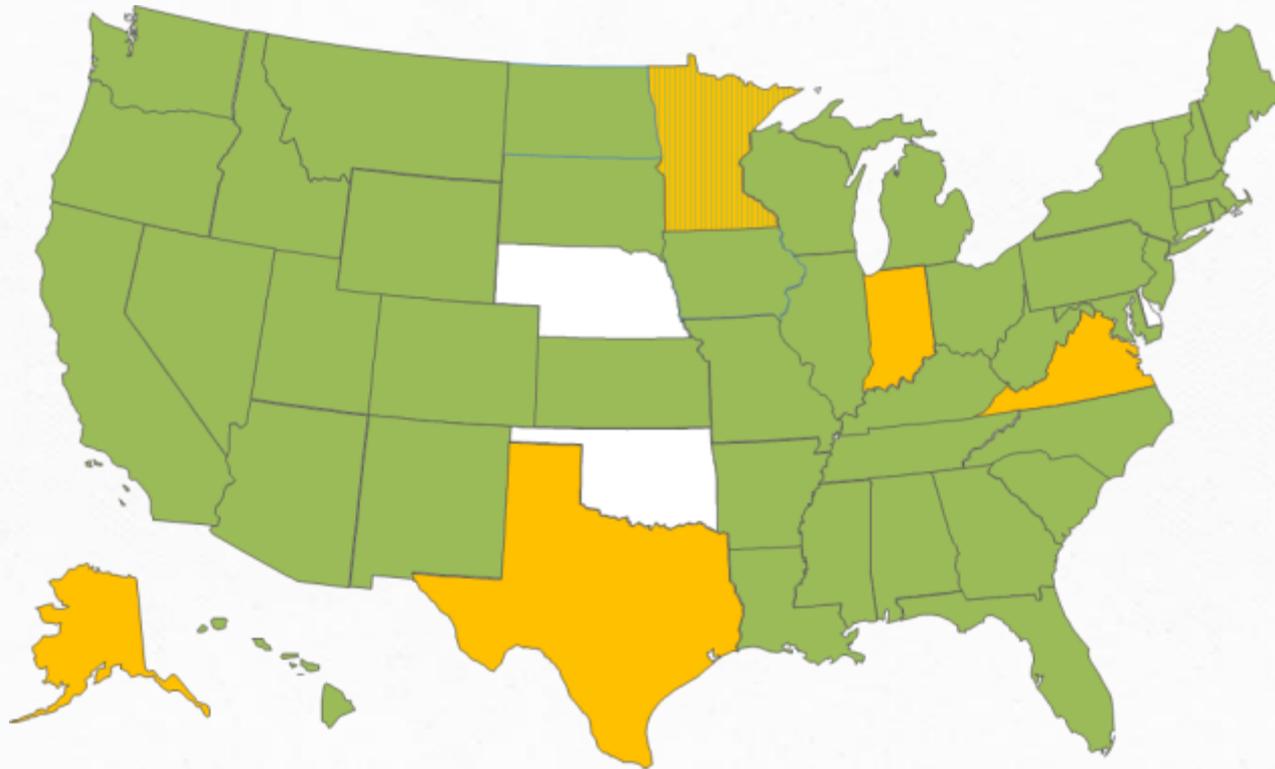


# COMMON CORE STATE STANDARDS (CCSS)

- The design, development, and voluntary adoption of standards has been led by states.
- Supported by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).
- The CCSS are not a curriculum or set of lesson plans.
- States began adopting these standards in 2010, and most implemented the standards during the 2013-2014 school year.



# HIGH STANDARDS FOR STUDENTS



**States voluntarily adopting Common Core State Standards (43 states + DC)**



**States adopting college- and career-ready standards certified by IHEs**



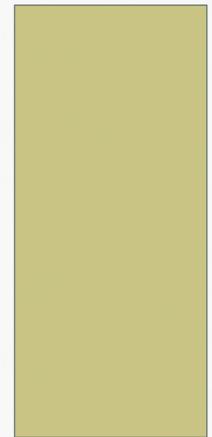
# FOR MORE INFORMATION

- Visit: <http://www.ed.gov/k-12reforms/standards>
- Terra Wallin, Program and Management Analyst  
Office of Elementary and Secondary Education  
U.S. Department of Education  
E-mail: [terra.wallin@ed.gov](mailto:terra.wallin@ed.gov)



# ELLS AND THE NEW EDUCATION STANDARDS

COUNCIL OF THE GREAT CITY SCHOOLS  
SEPTEMBER 17, 2014



# LATINOS IN PUBLIC SCHOOLS

## Latino students in Pre-K to Grade 12

- Between 2001 and 2011 Hispanic enrollment increased from 8.2 million to 11.8 million students (from 17% to 24% of all enrollment)
  - **By 2023 Latinos will comprise 30 percent**
- Since 2000, approximately 90 percent of Hispanic children under 18 are born in the US
- Council of the Great City Schools– Hispanics comprise close to 40% of enrollment of the 6.9 million total enrollment in our 67 member districts

Sources: U.S. Department of Education; Department of Education data from states' CSPR, as reported by MPI 2009; Digest of Education Statistics 2013. National Center for Health Statistics.

# ENGLISH LEARNERS IN PUBLIC SCHOOLS

Close to 5 million ELLs are enrolled in public schools in Pre-K through grade 12

- Over 80% of ELLs nationwide speak Spanish at home

74% of schools in the nation enroll at least one English Language Learner

- 94% of schools in CA
- 22% in Montana

Council of the Great City Schools membership: 67 of the nation's largest urban public school districts

- Enroll 1.2 million ELLs or about 26 percent of the nation's total

Sources: ELLs in America's Great Cities, 2013 CGCS; NCES 2011-12 SASS, U.S. Dept. of Education

# NEW STANDARDS: FOR ELLS TOO

- Demand new standards for all students—ELLs too
- ELLs nationwide represent increasing segments of our classrooms, schools and overall enrollment
  - 10% of total enrollment
  - 74% of the nation's schools
  - 18% of the Council's member districts
- Successful implementation of new standards should look like **success** for ELLs

# NEW STANDARDS: CHALLENGE AND OPPORTUNITY FOR ELLS

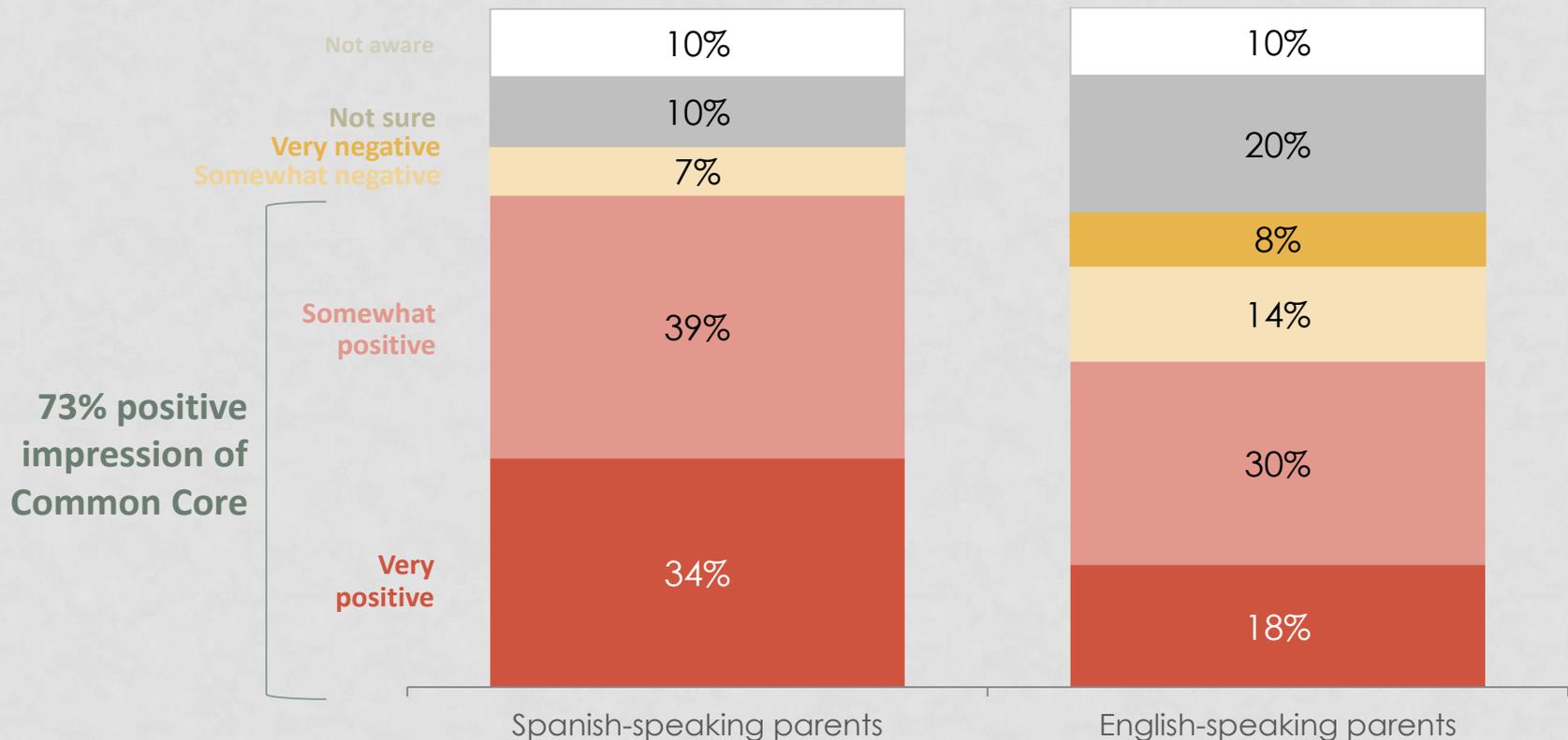
- Challenge—success for ELLs requires even more instructional shifts
  - Instructional shifts called for by the Common Core must also be visible in ELL instructional programs
  - Shift in expectations for what ELLs are capable of learning
  - Shift in the role of ESL teachers
- Opportunity--new standards also apply to ELLs
  - Language demands figure prominently—an opportunity to purposely address ELL language development needs
  - Renewed and recast commitment to equity for ELLs

# LATINO PARENTS – WHAT DO THEY SAY?

COMMON CORE IS WELCOME

# SPANISH-SPEAKING PARENTS BEGIN WITH POSITIVE IMPRESSIONS OF COMMON CORE

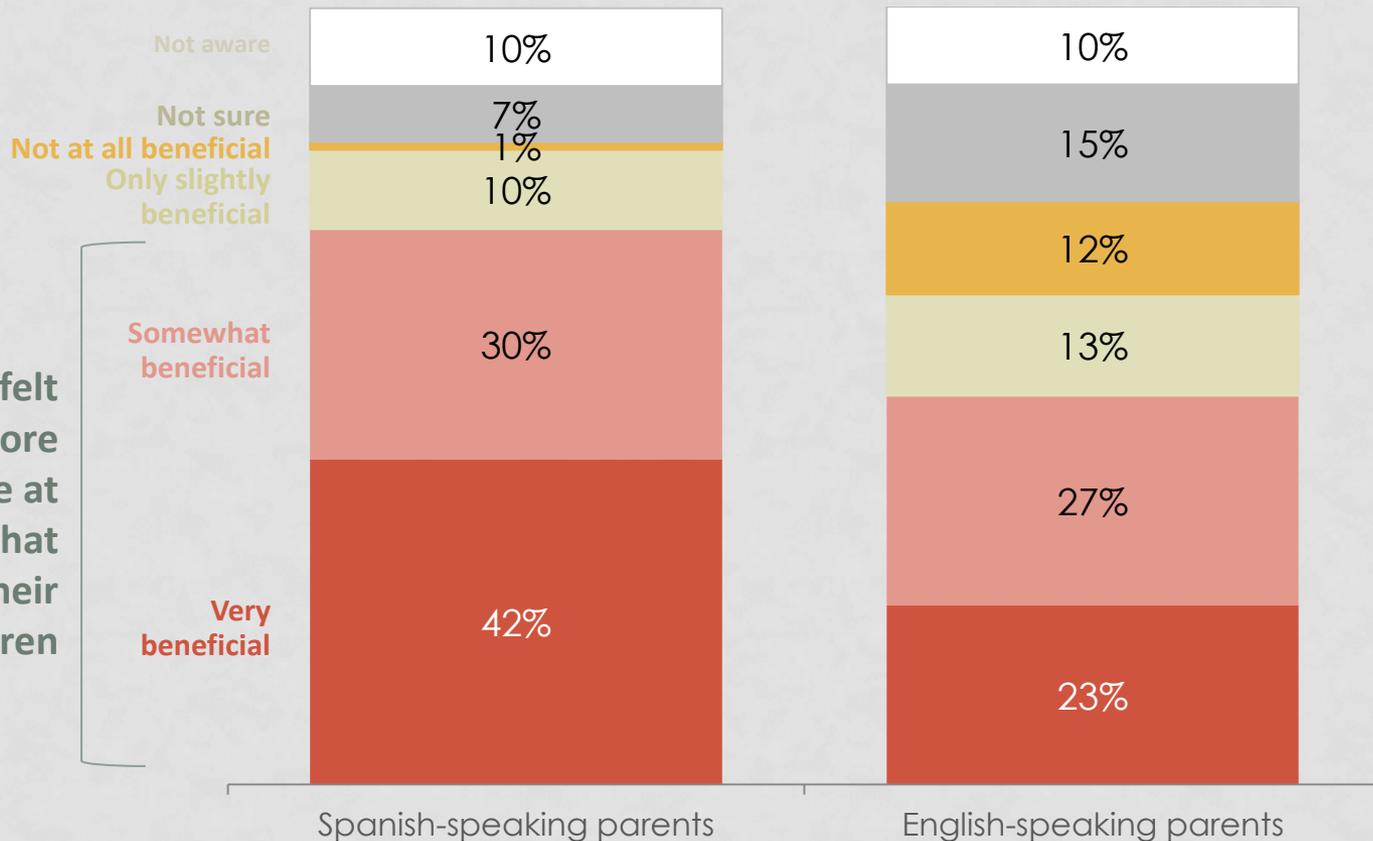
## Impressions of Common Core



Q10. And from what you know about them, do you have a positive or negative impression of the Common Core standards?

# MOST BELIEVE STANDARDS TO BE BENEFICIAL

Perceived Level of Benefit from Common Core Standards



And as many felt the Common Core standards were at least somewhat beneficial to their child/children

Q11. In your opinion, how beneficial are your state's new educational standards, also known as Common Core standards, for your child/children?

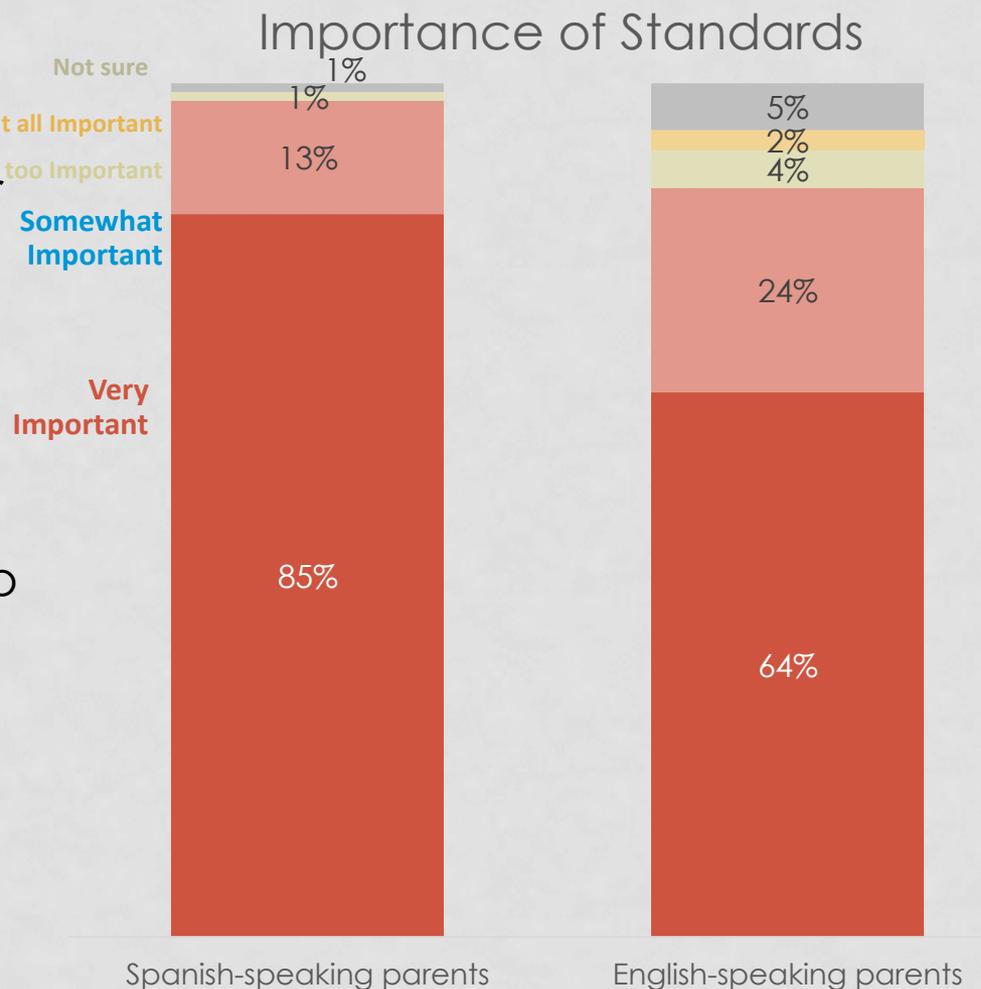
# LATINO PARENTS BELIEVE THE CCSS ARE IMPORTANT

Q14. How important, if at all, are these standards for your child's/children's education?

*Latinos said:*

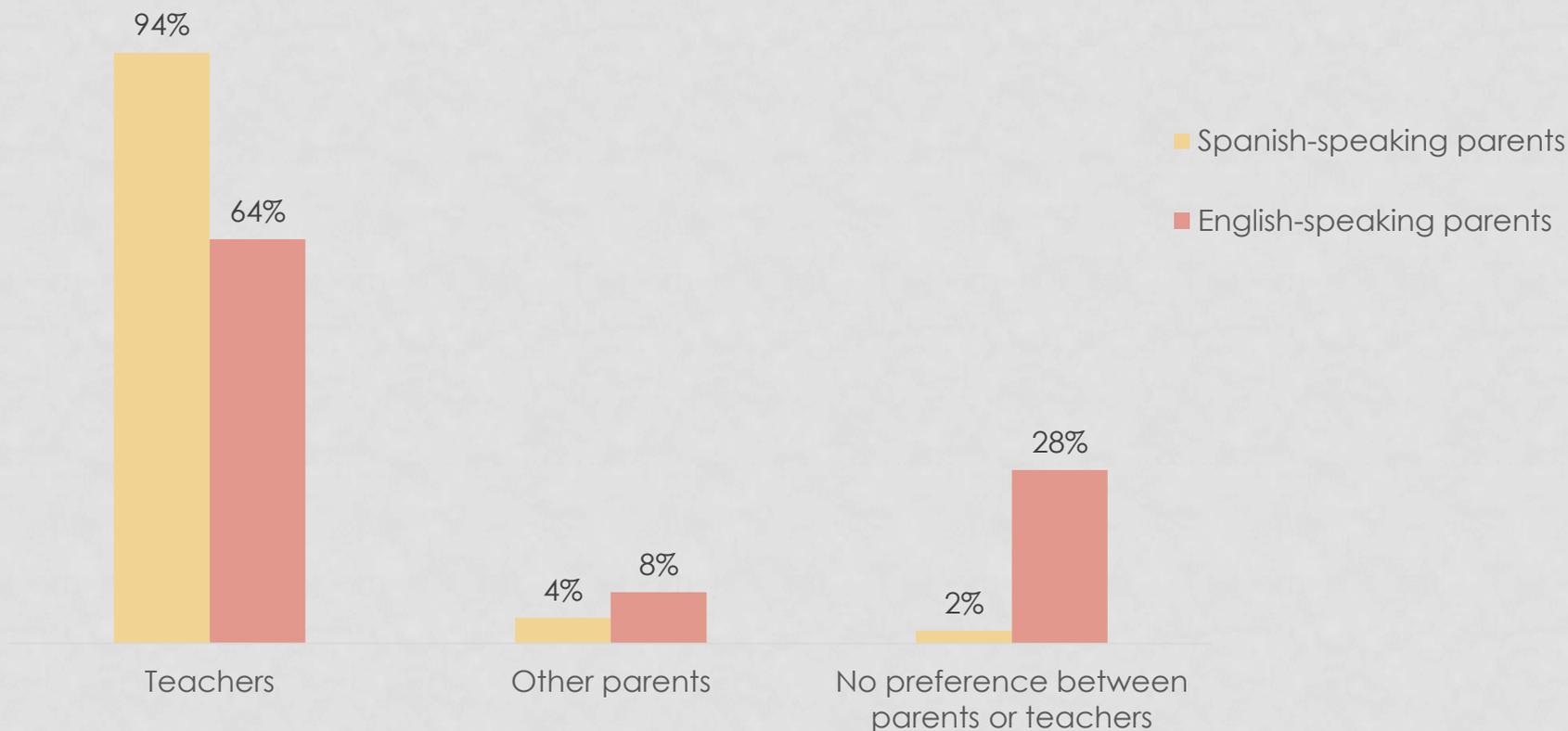
- 85 % very important
- 13% somewhat important
- 1% each 'not sure' or 'not too important'

Source: Survey conducted for CGCS by Edge Research



# SPANISH-SPEAKING PARENTS PREFER TO RECEIVE COMMON CORE INFORMATION FROM THEIR CHILDREN'S TEACHERS

Prefer to Get Common Core Information from...



# SO HOW DO WE ENGAGE OUR LATINO COMMUNITY

MESSAGING, EDUCATION AND TOOLS

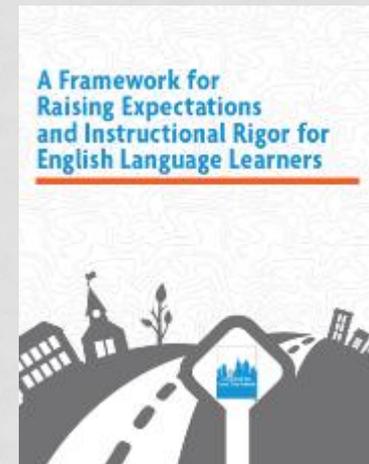
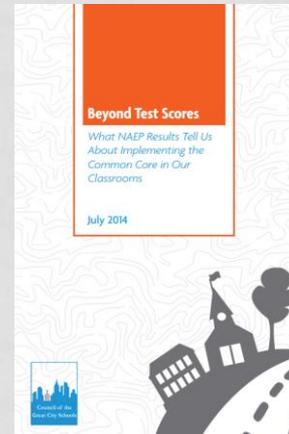
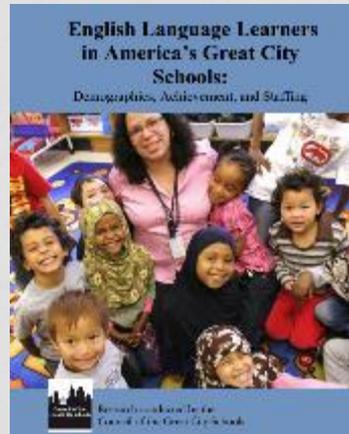
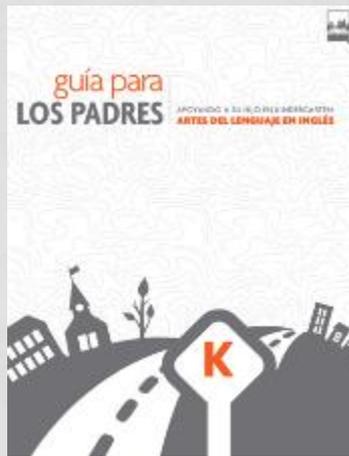
# CULTURALLY RELEVANT RESOURCES?

- Accurate—content and quality control
- Well-targeted—messages and information based on what Latinos think, their assets and aspirations
  - Hispanic Pew Center
  - Excelencia in Education
  - Culturally relevant research
- Effective
  - user-friendly & accessible—clear but not overly simplified, in multiple languages and formats
  - timely—follow school calendars and education pathways
  - relevant—informed by research and data

# A LINGUISTIC RELEVANT RESOURCE: COUNCIL'S ELD 2.0

- Framework for raising expectations and instructional rigor for ELLs
  - New vision for ELD (ELD 2.0)
  - Examples of instructional delivery models
  - Criteria and guide for selection of instructional materials
- *Vision:* Accelerate academic English language development and access to grade-level, rigorous instruction in all content areas.
  - Purposeful language development anchored in CC
  - Grade-level content, appropriately scaffolded
  - Instructional practices and materials built on high expectations and rigor for ELLs

# ADDITIONAL CGCS RESOURCES



[www.cgcs.org/domain/87](http://www.cgcs.org/domain/87)  
[www.commoncoreworks.org](http://www.commoncoreworks.org)

# THANK YOU

For more information visit:  
[www.commoncoreworks.org](http://www.commoncoreworks.org)  
[www.cgcs.org](http://www.cgcs.org)

or email

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