WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS COLLEGE- AND CAREER-READY STANDARDS WEBINAR
SEPTEMBER 17TH, 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 12th 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 12th in completion rates for young adults.
- To shift the focus to higher-order thinking skills, real-world problem solving, and 21st 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.
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

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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

73% positive impression of Common Core

- Very positive: 34% for Spanish-speaking parents, 18% for English-speaking parents
- Somewhat positive: 39% for Spanish-speaking parents, 30% for English-speaking parents
- Not sure: 10% for Spanish-speaking parents, 7% for English-speaking parents
- Very negative: 7% for Spanish-speaking parents, 8% for English-speaking parents
- Somewhat negative: 10% for Spanish-speaking parents, 20% for English-speaking parents
- Not aware: 10% for Spanish-speaking parents, 14% for English-speaking parents

Q10. And from what you know about them, do you have a positive or negative impression of the Common Core standards?
Q11. In your opinion, how beneficial are your state's new educational standards, also known as Common Core standards, for your child/children?

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

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<th>Perceived Level of Benefit from Common Core Standards</th>
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<td><strong>Spanish-speaking parents</strong></td>
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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

Q21A/B. In terms of information you may receive about your state’s new academic standards (also known as Common Core standards), from whom would you prefer to receive information—teachers or other parents [rotated]?
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
www.commoncoreworks.org
THANK YOU

For more information visit:
www.commoncoreworks.org
www.cgcs.org

or email

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