



The Committee for Hispanic Children and Families, Inc.



Panel Discussion



on



Early



Education



and the Implementation of the
Common Core State Standards

The Common Core State Standards (CCSS) are going to be implemented by school year 2014. What would the CCSS mean for Latino and ELL children in New York?

December 16, 2011

United Way of New York City,
2 Park Avenue, New York, NY

This event is hosted by



**United Way
of New York City**

Panel Discussion on Early Education

and the Implementation of the Common Core State Standards

Agenda

Early Education and the Implementation of the Common Core State Standards:
What would the CCSS mean for Latino and ELL children in New York?

December 16, 2011

8:30 a.m. – 12:00 p.m., United Way of NYC, 2 Park Avenue, New York, NY

8:30 a.m. Registration and Breakfast

9:00 a.m. Welcoming Remarks

Gordon J. Campbell

President and CEO, United Way of New York City

9:15 a.m. Moderator's Introduction

Elba Montalvo, M.A. Bilingual Education

President and CEO, The Committee for Hispanic Children and Families, Inc.

9:25 a.m. Panel Discussion

Raúl González

Legislative Director, Office of Research, Advocacy & Legislation, National Council of La Raza (NCLR)

Dr. Betty A. Rosa

Regent, Judicial District XII (Bronx), New York State Education Department

Janice M. Molnar, Ph.D.

Deputy Commissioner, Division of Child Care Services, NYS Office of Children and Family Services (OCFS)

Laura Rodríguez

Deputy Chancellor for Students with Disabilities and English Language Learners, NYC Department of Education

Pedro Cordero, M.S. Ed.

Director of Early Childhood Services, Goddard-Riverside Daycare Center

10:30 a.m. Break

10:40 a.m. Q&A Session

11:50 a.m. Closing Remarks



Speaker Biographies

Gordon J. Campbell

President and CEO, United Way of New York City

Gordon J. Campbell is the President and CEO of United Way of New York City. From 1998 to 2007, he was CEO of Safe Horizon, the nation's leading victim assistance organization, which disbursed \$114 million to 50,000 victims of the 9/11 attacks. Prior to leading Safe Horizon, Mr. Campbell served as Commissioner of the New York City Department of Homeless Services, Chief of Staff to the First Deputy Mayor, and Deputy Director of the Mayor's Office of Operations. While at the City's Human Resources Administration, he created and organized the Division of AIDS Services. Before arriving in New York City, Mr. Campbell served as a prosecutor and labor attorney in Seattle, Washington, and was the Chief Administrator for the Seattle City Attorney's Office. In addition, Mr. Campbell sits on various boards throughout New York City.

Mr. Campbell received his J.D. from the University of Washington Law School, and his master's in Public Administration from the John F. Kennedy School of Government at Harvard University. He currently serves as an adjunct Assistant Professor of Public Administration at New York University's Robert F. Wagner Graduate School of Public Service.

Pedro Cordero, M.S. Ed.

Director of Early Childhood Services, Goddard-Riverside Daycare Center

Pedro Cordero has been the Director of Early Childhood Services at the Goddard-Riverside Community Center since 2001, where he oversees five Early Childhood programs servicing a total of 287 children (ages 2-5) and 256 families. He is also a current member of the NYS Governor's Early Childhood Advisory Council. Between 1992 and 2001, he served in city government positions with the Administration for Children's Services, Division of Community Planning and Development; the Human Resources Administration, Office of Intergovernmental Affairs; and the Mayor's Office for Children and Families (as a Child Care Policy Analyst) under Mayor David Dinkins. Mr. Cordero is a certified Federal Evaluator for Head Start Programs and an Adjunct Instructor for the CUNY Graduate Center's Professional Development Institute. He is also a Quality New York Advisor for programs receiving National Association for the Education of Young Children (NAEYC) Accreditation and a member of the Latino Early Care and Education Task Force. Mr. Cordero received his undergraduate degree in Education from Fordham University and a master's in Early Childhood Education from City College of New York.

Raúl González

Legislative Director, Office of Research, Advocacy & Legislation,
National Council of La Raza (NCLR)

Raúl is the Legislative Director at the National Council of La Raza (NCLR). In this capacity, he works with Congress, the White House, advocacy groups, and NCLR's affiliated community-based organizations to improve life opportunities for Hispanic Americans. Prior to joining NCLR in 1998, he was a legislative assistant in the office of U.S. Representative Major R. Owens, for whom he worked on legislation to increase the academic achievement and

attainment of poor children. As a teacher in the New York City public schools, Raul taught writing, algebra, and special education. This allowed him to learn firsthand about the needs of economically disadvantaged students.

Raúl was born in Puerto Rico, and was raised in Brooklyn, New York. He is a graduate of the City College of New York, with degrees in English and Psychology.

Janice M. Molnar, Ph.D.

Deputy Commissioner, Division of Child Care Services,
NYS Office of Children and Family Services (OCFS)

Janice M. Molnar, Ph.D., is Deputy Commissioner of the Division of Child Care Services in the New York State Office of Children and Family Services (OCFS). Throughout her career, Dr. Molnar has concentrated on program and policy issues affecting children, youth, and families. Prior to joining OCFS in 2007, she held positions in the public and non-profit sectors, including the NYC Department of Youth and Community Development (where she served as Deputy Commissioner for Program Operations), the Atlantic Philanthropies, the Ford Foundation, and the Bank Street College of Education. Dr. Molnar has a background in research and evaluation, as well as experience in organizational development and learning, cross-sector planning and process facilitation, and evaluation and assessment of educational and human service activities both in the U.S. and internationally.

Dr. Molnar earned a B.A. from Northwestern University and holds a Ph.D. from Cornell University, where her dissertation focused on the impacts of different kinds of child care arrangements on selected indicators of child development.

Elba Montalvo, M.A. Bilingual Education

President and CEO, The Committee for Hispanic Children and Families,
Inc.

Elba Montalvo's career has been dedicated to improving the lives of children at the local, national, and international levels. She created The Committee for Hispanic Children and Families, Inc. in 1982 to address the need for services

and information directed to the Latino community. She is a member of the New York State Permanent Judicial Commission on Justice for Children, the New York State Early Childhood Advisory Council, and the New York State Attorney General's Leadership Committee for Nonprofit Revitalization. Ms. Montalvo sits on the Board of PENCIL and the New York State Citizen Review Panels for Child Protective Services. She also serves on the Executive Committees for the Human Services Council and the International Forum for Child Welfare (IFCW). In addition, Ms. Montalvo is the IFCW liaison to the United Nations.

Ms. Montalvo received her B.A. in Child Development from St. Joseph's College for Women and her master's in Bilingual Education from Hunter College.

Laura Rodríguez

Deputy Chancellor for Students with Disabilities and English Language Learners, NYC Department of Education

Laura Rodríguez is the New York City Department of Education's Deputy Chancellor for Students with Disabilities and English Language Learners (ELLs). Prior to joining the central team in 2009, Ms. Rodríguez served as the Region 2 Superintendent from 2003 to 2007 and CEO of the Leadership Learning Support Organization from 2007 to 2009. Upon graduation from the Bronx High School of Science, Ms. Rodríguez completed her undergraduate work at Barnard College and then pursued postgraduate work at Fordham University. She began her career in education as a teacher of Spanish Native Language Arts and English as a Second Language (ESL) at South Bronx High School. Before returning to the field in 1999 as Deputy Superintendent for Bronx High Schools, Ms. Rodríguez served in various leadership capacities at the Board of Education in the 1980s and 1990s, including Director for High School Bilingual/ESL Programs and Assistant Superintendent for Instruction.

Ms. Rodríguez's commitment to student achievement was deeply influenced by her parents, both of whom came to New York City from Puerto Rico as adults and believed strongly in the power of education.

Dr. Betty A. Rosa

Regent, Judicial District XII (Bronx)
New York State Education Department

Dr. Rosa began her five-year term as the Regent for the Twelfth Judicial District (Bronx County) in April 2008. Prior to her election, Dr. Rosa worked as a bilingual teacher and reading coordinator in the New York City public school system. She also served as an assistant principal and principal in special education before becoming principal of I.S. 218, a full-service community school in partnership with the Children's Aid Society. She is a former Superintendent of Community School District 8 in the Bronx, a former Senior Superintendent of the Bronx, and the current President of B.D.J. & J. Associates LLC.

Dr. Rosa has a B.A. in psychology from the City College of New York, an M.S.Ed. in Administration and Supervision, and an M.S.Ed. in Bilingual Education from the City University of New York. Dr. Rosa received Ed.M. and Ed.D. degrees in Administration, Planning and Social Policy through the Urban Superintendents Program at Harvard University.



The Common Core Standards: What Will They Mean for Latino and ELL Children in New York State?

**Prepared by Jorge Saenz De Viteri, M.S. Ed.*
for The Committee for Hispanic Children and Families, Inc.**

Background and History: Latino Coalition for Early Care and Education

Over the course of 2007-2008, The Committee for Hispanic Children and Families, Inc. (CHCF) convened a workgroup of early care and education advocates, leaders, and other professionals, in a series of planning meetings to discuss how to bring attention to the needs of Latino children from birth to 5 years of age in the early care and education systems of New York. Thus, the Latino Coalition for Early Care and Education (LCECE) was formed. Its mission is to increase the availability and quality of culturally and

linguistically appropriate child care and early education for Latino children and all ELLs at both the city and state levels.¹

In 2008, LCECE convened a public forum in New York City, bringing together local, state, and national researchers, policymakers, administrators and advocates to discuss current research and practice in the field of early care and education. The report, *Building on Latino Children's Language and Culture*, was released on December 2008. Given the adoption of the Common Core State Standards (CCSS) in New York State, CHCF reconvened experts to discuss the CCSS and what they mean for the education of Latino and ELL children in New York from prekindergarten to the third grade.

What are the Common Core State Standards?

The Common Core State Standards (CCSS) Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers to establish a shared set of clear educational standards for English language arts and mathematics that states can then voluntarily adopt. The CCSS standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare children for college and the workforce.² In addition, these standards are designed so that parents, teachers, and students have a clear understanding of what is expected of them to succeed academically. The standards are evidence-based and benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.³ The CCSS establish expectations; they do not dictate how to teach, they do not dictate curriculum and they are not a curriculum. To date, 46 states have formally adopted the English Language Arts CCSS, while four (Alaska, Texas, Nebraska and Virginia) have chosen not to adopt yet, or are still in the process of review.

¹ Luis O. Reyes, Ph. D., Krystal Reyes, M.P.A., Vanessa Ramos, Esq. and Ursulina Ramirez, M.S.W., Latino Coalition for Early Care And Education Report: Building on Latino Children's Language and Culture (New York, NY, The Committee for Hispanic Children and Families, Inc. 2008)

² <http://www.corestandards.org/about-the-standards>

³ <http://www.corestandards.org/frequently-asked-questions>

The NYS Education Department (NYSED) and the New York City Department of Education (NYCDOE) have created websites to inform and support the implementation of the CCSS. New York State's Education Department home page for the CCSS is: http://www.p12.nysed.gov/ciai/common_core_standards/; the webpage for New York City is <http://schools.nyc.gov/Academics/CommonCoreLibrary>. To supplement NYCDOE Common Core Library, NYSED has launched [EngageNY](http://engageny.org/common-core/), a website that provides valuable resources around the CCSS, <http://engageny.org/common-core/>.⁴

Full implementation of the CCSS in New York State will take place in the academic school year 2014-2015 with New York City students taking the online state PARCC assessment in math and literacy in third through eleventh grade. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of states working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers.⁵ More information about PARCC is available in their website, www.parcconline.org.

The Common Core Standards in New York State – New York State Prekindergarten Learning Standards

On July 19, 2010, the New York State Board of Regents adopted the Common Core State Standards (CCSS) in the areas of Mathematics and English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.⁶ On January 10, 2011, the NYS Board of Regents approved recommended additions to the Common Core Learning Standards for English Language Arts & Literacy and Common Core Learning Standards for Mathematics, and Prekindergarten Learning Standards. Recognizing that early childhood education prepares children for later success in school, New York elaborated standards inclusive of prekindergarten.

⁴ <http://schools.nyc.gov/Academics/CommonCoreLibrary/Why/NY+State+and+CCLS.htm>

⁵ <http://www.parcconline.org/about-parcc>

⁶ http://www.p12.nysed.gov/ciai/common_core_standards/ccsbackground.html

In seeking to further reduce the student achievement gap, the New York State Board of Regents set forth a charge to align standards, assessments, curriculum, and instruction not just across kindergarten through grade 12, but across the more comprehensive and inclusive span of prekindergarten (PreK) to 16.⁷

The New York State Prekindergarten Learning Standards were revised to fully encompass the Prekindergarten sections of the New York State Common Core Learning Standards in Language, Literacy, and Mathematics. On October 18, 2011, the Board of Regents approved the newly revised Prekindergarten Foundation for the Common Core.⁸ The purpose of this document is to provide a clear, comprehensive, and consolidated resource for early childhood professionals. These revised [Prekindergarten standards](#) address the Common Core within the five early learning domains: approaches to learning; physical development and health; social and emotional development; communication, language and literacy; and cognition and knowledge of the world. Overall, the primary purpose of prekindergarten standards is to ensure that all children, including children with disabilities, students with Limited English Proficiency (LEP), and English Language Learners (ELLs) have rich and varied early learning experiences that prepare them for success in school and lay the foundation for college and career readiness.⁹

Throughout the work in the development of both the New York State Prekindergarten Learning Standards and the New York State Prekindergarten Foundation for the Common Core, the NYSED workgroup followed guiding principles of high quality early care and education environments: the respect for children's background, heritage, culture and linguistic differences, and the role of the family and the community in a child's learning process. The New York State Prekindergarten Foundation for the Common Core clearly

⁷ http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf

⁸ <http://www.regents.nysed.gov/meetings/2011Meetings/October2011/1011monthmat.html#BOR>

⁹ http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

established that they are not intended to be used as a curriculum, assessment instrument and/or a pre-requisite for kindergarten entry.¹⁰

What does this mean for Latino Children in New York State?

As it has been researched and documented, early childhood education plays an instrumental role in preparing young English Language learners (ELLs) for later success in school. Early education provides children with the opportunity to develop basic foundational skills in language and literacy before they enter kindergarten ready to learn. A well-established national Latino policy organization, the National Council of La Raza (NCLR) believes that the Common Core State Standards is the key to improving the education of Latino students as part of the solution to low academic achievement.¹¹ NCLR also points out that involvement of the Latino community is critical for proper implementation of the CCSS.

According to the NYS Education Department, in the academic school year 2010-11, there were a total of 238,792 ELL students in public schools throughout the State and an additional 84,746 ELLs in non-public schools. The overwhelming majority of ELLs are concentrated in New York City, which has 70% of the State's ELL public school population. According to 2009-10 data, ELL students speak nearly 200 different languages in New York State. The great majority of ELLs speak Spanish, followed by Chinese, Arabic, Bengali and Haitian Creole.¹²

The Committee for Hispanic Children and Families report, *The State of Latino Families in New York 2011: An Overview of Health, Education, Juvenile Justice and Child Welfare Issues*, indicates that New York is rapidly becoming more Latino, through both immigration and Latinos' higher birthrates. Latino poverty is rooted in low levels of educational attainment and a myriad of hardships related to limited English ability and its subsequent effects on

¹⁰ http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

¹¹ David Castillo and Josef Lukan, Access to Common Standards for All: An Advocacy Tool kit for Supporting Success (Washington, DC, National Council of La Raza, 2011)

¹² <http://www.p12.nysed.gov/biling/docs/Nov142011AchievementofELLs.pdf>

educational and career success. Attention must be paid to the educational experience of the Latino communities' youngest learners, as it sets the tone for these students' success as they enter Kindergarten, elementary school and beyond.

Recommendations

It has been reported that contingent upon NYS winning an Early Learning Challenge Grant (ELC), the Board of Regents will direct its staff to develop a comprehensive proposal for implementing a common readiness tool for school year 2014-15 and create a Kindergarten Readiness Advisory Council. The Committee for Hispanic Children and Families, Inc. strongly recommends that the Board of Regents, regardless of the outcome of the ELC Grant, create the Kindergarten Readiness Advisory Council. Furthermore, its membership needs to include individuals who have expertise in early childhood education from birth through eight years of age, and worked in various early care and education delivery systems with diverse communities, as well as ELL experts.

Additionally, to further promote academic success of all students, CHCF strongly urges the Board of Regents, NYS Education Department and NYC Department of Education to develop policies and regulations that support the growth of a culturally diverse teacher workforce, and provide intensive preparation and ongoing professional development to ensure that teachers: 1) know how to incorporate the new standards; 2) are able to effectively teach students with unique instructional needs, such as ELL's; and 3) are successful in helping all children meet the CCSS.¹³ The NYS Board of Regents, NYSED and NYCDOE should also guarantee that all screenings and assessments used with young English Language Learners are culturally, linguistically and developmentally appropriate.¹⁴ To that end, CHCF supports the National Council of La Raza's (NCLR) recommendation about using appropriate tests to measure student performance. The tests must be aligned with the curriculum and accurately measure what the students are learning.

¹³ David Castillo and Josef Lukan, Access to Common Standards for All: An Advocacy Tool kit for Supporting Success (Washington, DC, National Council of La Raza, 2011)

¹⁴ http://www.naeyc.org/files/naeyc/file/positions/ELL_SupplementLong.pdf

Likewise, CHCF strongly encourages the NYS Board of Regents, NYSED and NYCDOE to work with the Office for Children and Family Services, New York State and New York City's Departments of Health to ensure that Prekindergarten children who are not served by the NYSED and the NYCDOE benefit from the New York State Prekindergarten Foundation for the Common Core.

CHCF strongly believes that parents are critical to the proper implementation of the CCSS. The State of New York needs to use its public broadcasting systems and media outlets to inform and educate all parents about the CCSS in their home language. The State has to ascertain that all educators are well-versed in the CCSS and are able to articulate information about them. The NYS Board of Regents should verify that local education agencies and school districts provide information in a language and format that parents and members of the community understand, and assure that families are engaged in their child's education.¹⁵

In order to implement the CCSS fairly and equitably, the State of New York has to guarantee adequate funding, supports and resources to our public schools and strongly commit to address the needs of the diverse groups of English Language Learners in the implementation process.

Finally, as the State moves forward to implement the CCSS, it must consider the unique implications for English Language Learner students. The Committee for Hispanic Children and Families is committed to working with the Board of Regents, NYS Education Department, NYS Office of Children & Family Services, NYC Department of Education and Latino parents to ensure that all children have the opportunity to succeed in school.

*Jorge Saenz de Viteri, M.S. ED., is a founding member of the Latino Coalition for Early Care and Education and the current President of the Palisades Association for the Education of Young Children. He also serves as a co-facilitator of the National Association for the Education of Young Children (NAEYC) Latino Interest Caucus and on New York City's Citizen Review Panel for Child Protective Services.

¹⁵ David Castillo and Josef Lukan, Access to Common Standards for All: An Advocacy Tool kit for Supporting Success (Washington, DC, National Council of La Raza, 2011)



Delivering Quality Instruction without Zip Codes

**By Delia Pompa, Senior
Vice President, Programs, NCLR**

Variety can be a good thing, but inconsistency and lack of clear goals is another matter altogether. Imagine, for instance, if restaurants never used menus. Chefs would prepare meals with whatever they had in the refrigerator. The ingredients for the same dish would always be different—and of drastically varying quality. Most of us would never know what would end up on our tables, and there would be little attention paid to nutritional needs or details.

Unfortunately, we've been facing a similar challenge in our nation's schools. Without "consistent standards" to serve as guides and define clear goals, education has been done with surprisingly little coordination. Academic content is different from state to state, and so is the quality of instruction.

Our children are the ones who've been paying the price for this disjointed system. Only 58% of Latino students graduate from high school, and those who do graduate have not necessarily been taught what they need to succeed in college. Ultimately, it has been ZIP codes—not sound and rigorous standards expressed as clear academic objectives—that have dictated much of what is taught in schools. That structure hurts our children, our future as a community, and our nation as whole.

To combat these inequalities and improve education in all schools, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) have worked with parents, local organizations, researchers, teachers and other education professionals. Together, they have created a core of new common standards in math and language arts. This new guide—the Common Core State Standards (CCSS or “Common Core”)—provides real consistency in quality instruction across schools and communities. These innovative standards are not the product of a federal mandate. Rather, the CCSS were born, and are now being implemented, at the state level. And, while the goals of the Common Core are world-class and well-coordinated, educational decisions will remain at the local level.

Already more than [40 states](#) have voluntarily replaced their old—often disjointed—standards with those of the CCSS. With this move, states adopt a clear set of objectives regarding the knowledge and skills that students must acquire to succeed in school and in life. It is a major and overdue step in the right direction, and it will help Latino students tremendously.

The CCSS takes the best elements of quality instruction from the some of the world's leading nations. The state standards are designed to help all students get into college without having to take remedial courses. That means our children won't have to play “catch-up.” Instead, they will be able to focus on succeeding academically and preparing for jobs where they will earn good salaries.

Of course, just as a menu does not tell a chef how to make the meal, the Common Core does not tell a teacher how to teach. The CCSS only say what students should know and be able to do at the end of the school year. It is

state and local educators, however, who will continue to develop the curriculum and day-by-day lessons. Schools and teachers will still adapt their instruction to the local needs and interests, but they will also ensure that students master all the skills and knowledge contained in the standards.

As a next step in this process, states are helping educators incorporate the CCSS into current instruction. Some states have joined in consortia to develop shared tests and other assessments based on the Common Core. This will save time and money by eliminating duplication. It will also make it harder to convey the false illusion of progress through inappropriate or inaccurate measurements.

At the same time, and with the CCSS as a guide, educators are creating ways to share lessons and materials online. That allows students in Colorado to benefit from the knowledge and creativity of teachers in Massachusetts. Publishers, too, are developing textbooks and supports based on the Common Core. And, since the Common Core also has a specific emphasis on the best research-based instruction for English Language Learners, better materials are being developed to help these students.

Indeed, like a good menu that informs customers and allows them to demand quality food in a restaurant, the Common Core helps define and promote the kind of instruction that prepares students—step-by-step—for college, the workplace, and life. Clearly, the outcomes depend on the continued work of teachers, administrators, parents, and students themselves. But the CCSS—along with the materials, exams, and other tools that are being developed around them—bring true quality control to the process. That's great news for everyone who recognizes that our children are a major part of our present and 100% of the future. Now we'll all be on the same page when it comes to preparing them for a brighter tomorrow.

This article was originally published in *La Opinión*, 08/23/11

Since 1982, CHCF has been dedicated to combining education and advocacy to expand opportunities for children and families, and strengthen the voice of the Latino community. Believing that the most effective way to support Latino families is by building upon their existing strengths and fostering self-sufficiency, CHCF provides a number of programs and services to the community through Youth Development programs and an Early Care & Education Institute. Our policy work, grounded in our direct services, amplifies the voice of our communities on the local, state, and national policy levels around issues of child welfare, early care, education, juvenile justice, and the well-being of Latino children. Through our programs and policy work, CHCF is creating a shared prosperity for all Americans.



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