

California Striving Readers Comprehensive Literacy Program

State Formula Grant Application

1. Does the SEA currently have a State Literacy Team?

If yes, please describe the current State Literacy Team including membership and how members were selected, areas of expertise of each team member, team or team members' involvement in current and/or past literacy initiatives, and lessons learned from the work of the Team.

If no, describe the SEA's plan for establishing a State Literacy Team, including how members will be selected.

Currently, California does not have a State Literacy Team (SLT). A selection process will be completed by a collaborative effort of representatives from the Office of the Secretary of Education (OSE), the State Board of Education (SBE), and the California Department of Education (CDE). This collaborative group will identify individuals, specifically with expertise in the areas identified in the team membership assurances as required in the application. California also defined several categories of the SLT to include optional members that further represent California's diverse literacy needs (see attached roster). The membership of the SLT will be decided by consensus of the collaborative group of the OSE, SBE, and CDE.

2. Describe how each member of the SLT meets the requirement to have expertise in the area of literacy development and education for children from birth through grade 12.

The state's collaborative group will ensure that each member of the SLT has expertise in at least one of the levels of literacy development and education for children from birth through grade twelve. The four literacy development levels, as required in the application's State Literacy Team Membership Assurances are:

1. Birth through kindergarten entry
2. Kindergarten through five
3. Grade six through eight
4. Grade nine through twelve

Potential SLT members will be suggested for consideration by the SBE, CDE, and OSE, as well as other interested stakeholders and organizations.

To select the most qualified team members, the SBE, CDE, and OSE will utilize guidelines to identify one or more areas of expertise of SLT candidates. Under these guidelines, the criteria to be considered will include literacy research experience, service in the field of education, published work in the area of literacy/education, familiarity with the California academic content standards and, in particular, the recently SBE-

adopted, Common Core State Standards (CCSS), and experience on state, district, or county literacy committees. In addition, all members will be expected to have expertise in at least one area of literacy development in education for children and students birth through grade twelve. Other areas of expertise that may be considered are: reading/language arts, the elements of highly effective professional development, the elements of highly effective literacy programs, and understanding current and confirmed scientific research. Prospective candidates will be required to articulate a commitment to serve on the team and to disclose any conflict of interest issues.

3. Describe how the State will ensure that the State Literacy Team includes representatives from different agencies and organizations including the SEA, local education agency, higher education and the research community.

California has developed a proposed roster for the SLT (minimum nine members) that reflects the required areas of representation as indicated in the application. Members of the team may meet more than one area of expertise. The majority of members of the team will be comprised of representatives from the local level for prekindergarten, elementary, middle, high school, and institutions of higher education (IHEs), including coaches, teachers, administrators, and parents. Those individuals selected from IHEs will include those involved in teacher preparation programs and literacy research. Individuals who have experience educating English learners and special needs students will also be included. Along with the required representation as indicated in the application, California has included additional representation from the areas suggested in the application, as the proposed roster indicates.

4. Describe how the State Literacy Team will assist the SEA in developing a comprehensive literacy plan and what other functions it may serve.

The SLT, in collaboration with the OSE and the CDE, will assist the SBE in the development of a state comprehensive literacy plan that begins at birth and continues through the secondary level. An overarching goal for California is to closely tie the comprehensive literacy plan to the newly adopted CCSS, thus ensuring a smooth transition for students as they move from one developmental level to the next. This is particularly important given the CCSS's emphasis on integration of literacy into all subject areas.

Step 1

In anticipation of the U.S. Department of Education's (ED) approval of California's application, the team will be appointed. Team members will work together to ensure an integrated and cohesive plan. Meetings will begin in October/November 2010 to develop the comprehensive literacy

plan to be submitted and approved by the SBE in January 2011. Members will work together to develop a guiding template that will define critical areas of need to address literacy for all developmental levels of students from birth through grade twelve. As part of the process to define the critical areas of need, the team will examine statewide student achievement measures. The tenants of the CCSS in English language arts will be reflected in the guiding template.

Step 2

In order to accomplish the specificity of the required developmental levels, the SLT will then split into their respective developmental work groups that reflect the four literacy developmental areas. Each group will review statewide and national research-based and proven literacy instructional strategies and effective literacy programs, including emergent literacy programs, currently being implemented in California's local educational agencies (LEAs) and in prekindergarten settings.

The developmental work groups will also investigate steps that could be taken in a response-to-intervention model, utilizing universal screening, multiple tiers of instruction, early intervening services, validated interventions, and student progress monitoring to inform decision-making. They will research validated interventions and instructional strategies for struggling readers, English learners, and students with disabilities. Effective professional development strategies will also be researched.

Finally, based upon their research and review of programs, the developmental work groups will use the guiding template to develop components specific to their developmental area of expertise for inclusion the literacy plan.

Step 3

Following the initial tasks of the developmental work groups, the entire SLT, facilitated by the CDE, will conduct a holistic, comprehensive review of the components to ensure that the plan is integrated and cohesive and provides a comprehensive vision for literacy development in California's schools as well as emergent literacy skills in prekindergarten settings. Once approved by the SBE in January 2011, the California's comprehensive Literacy plan will be submitted to ED before February 1, 2011.

Step 4

The SLT will continue as an advisory committee to the SBE as implementation of the plan takes effect. As the state implements its literacy plan, the SLT will become an integral link to the State's LEAs for technical assistance and professional development centered on literacy growth,

especially in light of the state adoption of the CCSS. Additionally the SLT will be instrumental in supporting the IHEs and pre-service education programs as they review and assess the impact of implementing the literacy plan.

5. Describe how the State Literacy Team will be managed and how decisions will be made.

The CDE will facilitate, coordinate and manage the operations of the SLT. Decision protocols will be determined by the SBE, the CDE and OSE once the team has been appointed. The SLT will meet often to reflect the timeline the ED has established to complete the draft literacy plan. All meetings will be accessible to the public.

6. Describe how the State will coordinate work of the State Literacy Team with other related teams, such as the Early Childhood Advisory Council, the Title I Committee of Practitioners, and State higher education committees.

The CDE will facilitate, coordinate and manage the operations and work of the SLT with other stakeholder partnerships including the OSE, the SBE, IHEs, LEAs, as well as specialized groups focused on early childhood education, special education students, migrant education students, English learners, and elementary and secondary students.

Proposed 2010 California Literacy Team Roster

*Team members may have expertise in multiple categories.

Category	*Committee Members
The State Literacy Leadership Team <u>shall</u> include:	
State Board Representative	
Office of the Secretary of Education	
CDE Representative	
Literacy Expert for birth to school entry	
Literacy Expert for Kindergarten through grade 5	
Literacy Expert for grade 6 through grade 8	
Literacy Expert for grade 9 through grade 12	
Individual with expertise managing and implementing an effective literacy program	
Individual with expertise in the evaluation of literacy programs	
Individual with expertise in planning for and implementing a response to intervention model that includes universal screening, multiple tiers of instruction, early and validated intervention, and student progress monitoring	
Individual with expertise in screening and performance measurement in phonological awareness, word recognition, phonics, vocabulary, comprehension, fluency, and writing	
Individual with expertise in validated interventions and instruction for struggling readers	
Individual with expertise in validated interventions and instruction for English Learners	

Category	*Committee Members
Individual with expertise in validated interventions and instruction for students with disabilities	
Individual with expertise in teacher, coach, and principal professional development	
Individual with expertise in teacher preparation and state licensure/accreditation in literacy development and instruction	
A representative from higher education actively involved in literacy research, development, or teacher preparation	
The team <u>may</u> include the following as well:	
An urban area district level Literacy specialist	
A rural area district level literacy specialist	
Literacy Coach	
Library Media Specialist	
Representative from the Family Literacy service providers	
Representative from a state child-services agency	
Parent Representative	