State Literacy Plan Team Meeting

March 23–24, 2020
Housekeeping: Using Zoom

Please keep your microphone muted unless otherwise directed.

Click the ^ next to the microphone icon to start or change your audio connection.

This will provide a chat window on the right side of the screen. Please post questions here and the speaker will address them when possible.
In the Chat area, please type your name and organization. Comments and questions are also welcome.
Sharing via Padlet

Online Meeting Tips and Norms

• Tell us who you are (say your name before speaking)
• Mute your audio when not speaking
• Participate in the conversation by:
  - Speaking via audio
  - Typing via the chat
• How conversation is different from in-person meetings
  - Body language and visual cues are not available
  - Participants may find themselves inadvertently interrupting or talking over each other due to technology delays
Materials Check

Make sure you have downloaded the draft state literacy plan (SLP) and evidence-based strategies, available at:

https://drive.google.com/open?id=1XlLPjNp8A7rvIK9GuyeH4UuGjaYdEvMK
Agenda

• Introductions
• Meeting Overview and Purpose
• Comprehensive Literacy State Development (CLSD) Grant Introduction and Objectives
• Activities Thus Far and Next Steps
• Needs Assessment Overview
• Breakout Process and Transition to Breakout Groups
Welcome and Introductions

Barbara Murchison
California Department of Education

Aileen Allison-Zarea
California Department of Education

Jennifer Howarter
California Department of Education

Liz Jameyson and Team
Region 15 Comprehensive Center (CC)
Meeting Overview–Day 1

• 9:00–9:45 a.m. Welcome and purpose, whole group
• 9:45–11:15 a.m. Breakout Session 1, breakout rooms
• 11:15 a.m. Noon Lunch break
• Noon–1:00 p.m. Breakout Session 1 share out, whole group
• 1:00–3:00 p.m. Breakout session 2a, breakout rooms
• 3:00–3:30 p.m. Wrap up
Meeting Overview–Day 2

- 9:00–9:15 a.m.  Welcome, overview
- 9:15–11:00 a.m.  Breakout Session 2b, breakout rooms
- 11:00–11:45 a.m.  Breakout Session 2 share out, whole group
- 11:45 a.m.–12:30 p.m.  Lunch break
- 12:30–1:30 p.m.  Consensus time, optional
- 1:30–2:30 p.m.  Breakout Session 3, breakout rooms
- 2:30–3:15 p.m.  Breakout Session 3, share out
- 3:15–3:30 p.m.  Wrap up
Parking Lot

Have a question? Add it to our parking lot:
https://padlet.com/jhowerton/SLTteammtg
Purpose

Fulfill CLSD grant activities for Objective 2:

• Analyze data to determine statewide literacy needs.
• Provide input on which evidence-based strategies to include within the SLP.
• Provide recommendations on actions that local educational agencies (LEAs) can take and the tools and resources that the California Department of Education (CDE) will provide.
Purpose (2)

2014 English Language Arts/English Language Development Framework
Comprehensive Literacy State Development Grant

Overview and Activities
What is the Comprehensive Literacy State Development Grant?

• Opportunity for states to apply for federal funding to support literacy instruction birth through grade twelve.

• Aims to improve student achievement in reading/writing by funding states to develop, revise, or update comprehensive literacy plans.

• Allows states to provide targeted subgrants to LEAs to implement evidence-based programs and high-quality literacy instruction based on their state’s SLP.
Federal Comprehensive Literacy State Development Grant Priorities

• Promoting evidence-based family literacy strategies

• Increasing educational options for groups of students who have been traditionally underserved

Objective 1:
Align local and state literacy initiatives by establishing dedicated staff positions within the CDE to lead a coordinated effort to build state and local capacity over the life of the project.
Objective 2:
Develop and implement an evidence-based comprehensive SLP that aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students birth through grade twelve.
Objective 3: Build local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California’s most vulnerable children.
Read the proposal

Available on the State Board of Education (SBE) web page at
https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item10.docx

July Agenda Item 10
Activities Thus Far…

• Joined community of practice on conducting needs assessments (NA), hosted by the State Support Network
• Connected with the American Institutes for Research (AIR)
  - Participated in several guided calls to discuss the topics of a California comprehensive NA and the roles of the internal/external teams
  - Participated in a call with the Georgia Department of Education to learn from them
Activities Thus Far…(2)

• Disseminated state literacy NA
• Conducted NA technical assistance webinar
• Develop evaluation contract with West Ed
• Partnered with the Region 15 CC to:
  - Refine topics for the NA
  - Facilitate discussions for external state literacy team (SLT)
  - Collect NA data and present to SLT
Activities Thus Far...(3)

• Convened literacy roundtables to:
  - Share updates on the CLSD grant project
  - Solicit guidance/perspective from other divisions
  - Share updates on literacy work within the CDE

• Convened external SLT to:
  - Respond to SLP draft outline
  - Provide guidance and feedback on evidence-based practices
Next Steps

• Continue technical assistance with AIR
• Continue literacy roundtables
• Collect feedback from stakeholders on the SLP
• Present SLP to the SBE
• Develop Request for Applications (RFA)
Proposed Timeline

- Disseminated NA – December 2019
- Local Educational Agencies complete NA and analysis of results – February 2020
- SLT convening to provide recommendations for SLP – March 2020
- Present SLP to SBE – May and July 2020
- Disseminate RFA and announce awards for subgrantees – July–September 2020
Needs Assessment Overview
Literacy Needs Assessment Development Process

**Information Gathering**
- Consulted with AIR

**Initial Drafting**
- Worked with Region 15 CC and CDE colleagues to compose first draft

**SLT Member Recruitment**
- Posted a SLT Request for Applications

**Continued Drafting**
- Worked with the SLT, CDE colleagues, and partner organizations to refine draft

**Finalization**
- Worked with all partners to review, finalize, and disseminate final NA
Dissemination

NA sent to:

• WestEd, California County Superintendents Educational Services Association, California Subject Matter Projects, and First Five

• Various professional organizations

• District and county administrators, including charters

It was also promoted extensively on social media.
Respondents were encouraged to:

- Form a team to respond, including county and district leaders, school administrators, multilingual education coordinators, instructional staff, special education staff, students, and families, etc.
- Gather and review data and engage in conversation for each question to reach consensus.
Responses

167 responses received!

Approximately:

• 11 percent county offices of education
• 65 percent districts
• 24 percent schools (roughly one-third were charters)
Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction

“The LEAs and school leaders collaborate to implement high-quality literacy programs, which includes analyzing assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.”
Key Topic B:
Assessment Practices and Intervention Supports

“Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.”
Key Topic C: Policy, Structure, and Cultural Alignment

“Policies, procedures, and implementation of California guidance documents relating to standards-based literacy instruction and culturally relevant pedagogy are in place in all transitional kindergarten through grade twelve (TK–12) classrooms.”
Key Topic D:
Family, Community, and Partner Supports

“Schools exist within the context of the community and work with parents, families, community members, and outside organizations to create the structures necessary for effective literacy instruction and learning.”
Literacy Needs Assessment Rubric

Emerging
Establishing Consensus

Developing
Building Infrastructure

Operationalizing
Gaining Consistency

Optimizing
Innovating and Sustaining
Distribution of responses to Key Topic A questions (N=167)

- **A1: Build staff capacity to implement literacy instruction**
  - Not yet emerging: 3%
  - Emerging: 28%
  - Developing: 37%
  - Operationalizing: 28%
  - Optimizing: 5%

- **A2: Support implementation of core curricula**
  - Not yet emerging: 5%
  - Emerging: 27%
  - Developing: 32%
  - Operationalizing: 31%
  - Optimizing: 5%

- **A3: Ensure onsite literacy leadership team**
  - Not yet emerging: 28%
  - Emerging: 34%
  - Developing: 23%
  - Operationalizing: 11%
  - Optimizing: 3%

- **A4: Promote teacher leadership**
  - Not yet emerging: 7%
  - Emerging: 23%
  - Developing: 35%
  - Operationalizing: 29%
  - Optimizing: 5%
Distribution of responses to Key Topic B questions (N=167)

- **B1: Assessment informing decisions**
  - Not yet emerging: 5%
  - Emerging: 23%
  - Developing: 30%
  - Operationalizing: 35%
  - Optimizing: 7%

- **B2: Universal literacy screening measures**
  - Not yet emerging: 14%
  - Emerging: 28%
  - Developing: 24%
  - Operationalizing: 25%
  - Optimizing: 9%

- **B3: Literacy and language supports and interventions**
  - Not yet emerging: 5%
  - Emerging: 31%
  - Developing: 26%
  - Operationalizing: 31%
  - Optimizing: 7%

- **B4: Using assessments in multiple languages**
  - Not yet emerging: 33%
  - Emerging: 30%
  - Developing: 25%
  - Operationalizing: 10%
  - Optimizing: 3%
## Distribution of responses to Key Topic C questions (N=167)

<table>
<thead>
<tr>
<th></th>
<th>Not yet emerging</th>
<th>Emerging</th>
<th>Developing</th>
<th>Operationalizing</th>
<th>Optimizing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: Literacy across content areas</strong></td>
<td>8%</td>
<td>14%</td>
<td>32%</td>
<td>38%</td>
<td>7%</td>
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<tr>
<td><strong>C2: California's literacy-related guidance and policy documents</strong></td>
<td>10%</td>
<td>46%</td>
<td>29%</td>
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<td>2%</td>
</tr>
<tr>
<td><strong>C3: Academic language across content areas</strong></td>
<td>9%</td>
<td>29%</td>
<td>33%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>C4: Supporting all learners</strong></td>
<td>7%</td>
<td>41%</td>
<td>32%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Distribution of responses to Key Topic D questions (N=167)

- **D1: Family and community engagement**
  - Not yet emerging: 4%
  - Emerging: 22%
  - Developing: 35%
  - Operationalizing: 26%
  - Optimizing: 13%

- **D2: Asset orientation toward linguistic and cultural diversity**
  - Not yet emerging: 7%
  - Emerging: 34%
  - Developing: 32%
  - Operationalizing: 20%
  - Optimizing: 7%

- **D3: Positive relationships with early education providers**
  - Not yet emerging: 22%
  - Emerging: 22%
  - Developing: 21%
  - Operationalizing: 29%
  - Optimizing: 7%

- **D4: Relationships with literacy focused organizations**
  - Not yet emerging: 12%
  - Emerging: 32%
  - Developing: 31%
  - Operationalizing: 20%
  - Optimizing: 5%
Key Topic A Recommendations

• Provide guidance on building the capacity of LEA leaders and teachers in literacy, both pre-and post-certification

• Identify coaching/professional development models to support literacy instruction across grades and content areas

• Focus on preventing reading difficulties and providing effective intervention

• Provide guidance on using data to develop, implement, monitor, and adjust a comprehensive literacy plan

• Provide guidance for understanding, identifying, and implementing evidence-based practices
Key Topic B Recommendations

• Include definitions/purposes for different forms of assessment

• Include guidance on interpreting and using assessment results to choose interventions and targeted instruction

• Include resources for screening tools and assessments in multiple languages

• Include vetted universal screeners with descriptions of why, who, and how to use them
Key Topic C Recommendations

• Provide guidance on using interventions systematically, basing decisions on data, and using evidenced-based materials across content areas, by effectively using a Multi-tiered System of Support

• Pull all California guidance documents, policy, frameworks, etc., together

• Include a shared vision and responsibility of disciplinary literacies

• Include an administrator guide on how to put policy into practice (e.g., What are 2–3 takeaways?)
• Include two toolkits/NAs: (1) identifying members of the community, and (2) building collaborative relationships with resources within the community, including early education and other educational options.

• Encourage professional learning on the cultures within an LEA’s community and developing collaborative relationships with community resources.

• Include information on vertical articulation/alignment from early education into kindergarten through grade three.
Key Topic D Recommendations (2)

• Encourage LEAs to provide/make available multi-lingual/cultural texts and activities throughout the year, including books for families to take home.

• Encourage LEAs to dedicate a position to establish community partnerships and a family and community resource center.
Breakout Process
Breakout Activity: Interaction Flow

Main Room → Breakout Rooms → Main Room
Breakout Room Assignment

The host is inviting you to join Breakout Room:

Breakout Room 1

Click on the invitation to join your Breakout Room
Breakout Room Navigation

Once in your Breakout Room, your bottom navigation will change slightly, providing you with a new Ask for Help button, which will invite the host to your breakout room, and a Leave Breakout Room button, which will return you to the Main Room.
Breakout Session 1: Small Groups

Early Education (2 rooms)

Elementary (4 rooms)

Secondary (3 rooms)
Lunch Break: Share Your Photos!
Take a picture of the view from your home office, or anything else you’d like to share!

Text your photos to:
(510) 500-9714
Share Out

As you listen, consider:

• What resonates with me?
• What wows and wonders do I have?

Respond in the chat.
Moving to Breakout Session 2a

- Early Education
- Elementary
- Secondary
Parking Lot

Have a question? Add it to our parking lot:
https://padlet.com/jhowerter/SLTteammtg
Homework!

Please review the qualitative data from the literacy needs assessment tonight. Think about how this data can inform further strategy prioritization based on needs expressed and California’s context.
Wrap Up

Day 2

• Breakout session 2

• Breakout session 3

Questions? Email the CLSD team at CLSDP@cde.ca.gov
State Literacy Plan Team Meeting
March 23–24, 2020
Agenda

• Introductions
• Agenda review
• Transition to breakout groups
Welcome and Introductions

Jennifer Howarter
Education Programs Consultant
Professional Learning Innovations Office
Meeting Overview–Day 2

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July Agenda Item 10
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Purpose (2)

2014 English Language Arts/English Language Development Framework
Parking Lot

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Breakout Session 2b: Small Groups

Early Education (2 rooms)

Elementary (4 rooms)

Secondary (3 rooms)
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• 2:00–2:45 p.m. Breakout Session 3, share out
• 2:45–3:00 p.m. Wrap up
Share Out

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Lunch Break: Share Your Photos!
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Breakout Session 2c (optional)

- Early Education
- Elementary
- Secondary
Breakout Session 3: Small Groups

- Early Education (2 rooms)
- Elementary (4 rooms)
- Secondary (3 rooms)
Share Out

As you listen, consider:

• What resonates with me?
• What wows and wonders do I have?

Respond in the chat.
Wrap Up and Anticipated Next Steps

• Present a draft SLP to the SBE in May 2020
• Present a final SLP to the SBE in July 2020
• Release a RFA in July 2020
• Select and award subgrants by October 2020

Questions? Email the CLSD team at CLSDP@cde.ca.gov
Thank you!!!