

State Literacy Plan Team Meeting

March 23–24, 2020



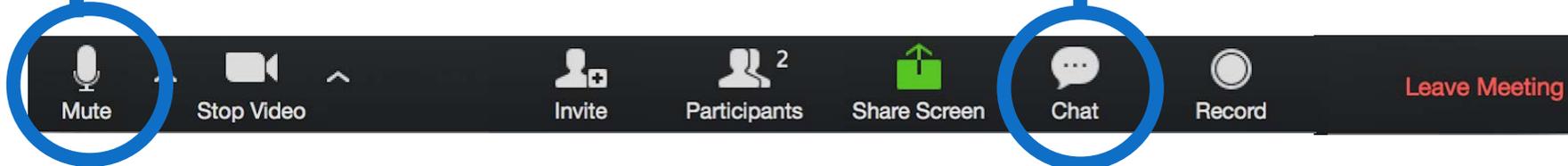
CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Housekeeping: Using

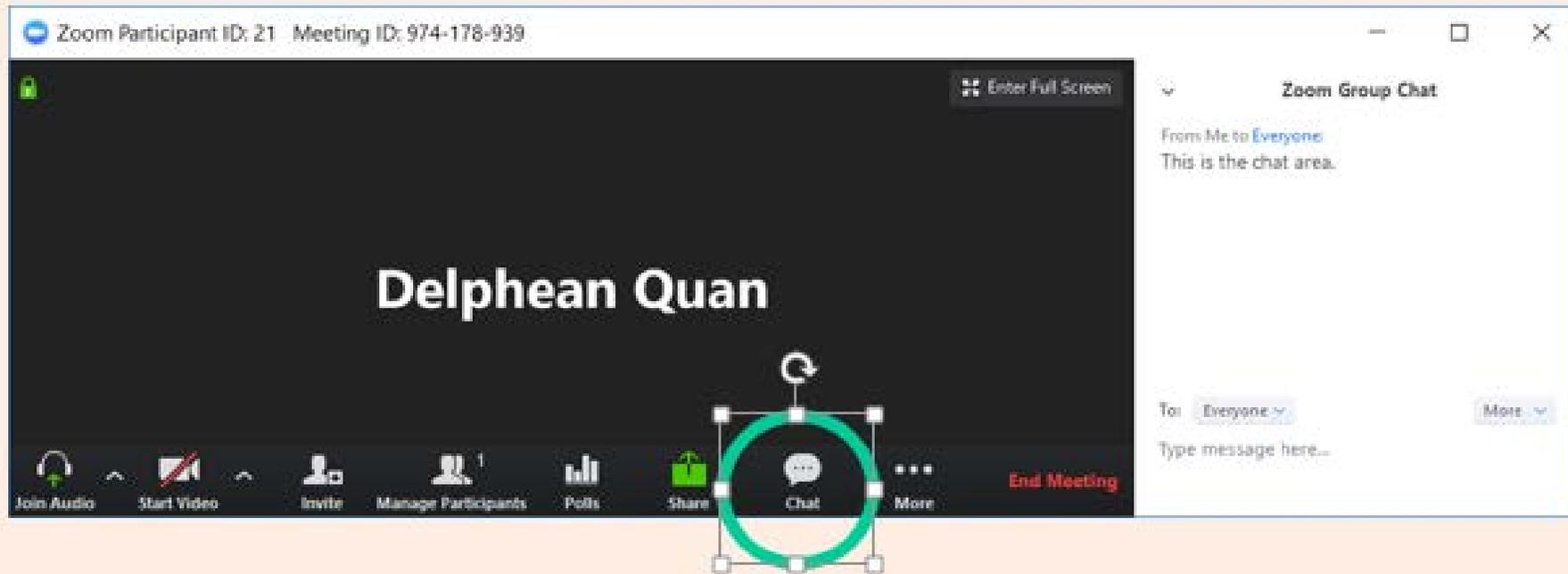
Please keep your microphone muted unless otherwise directed.

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.

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



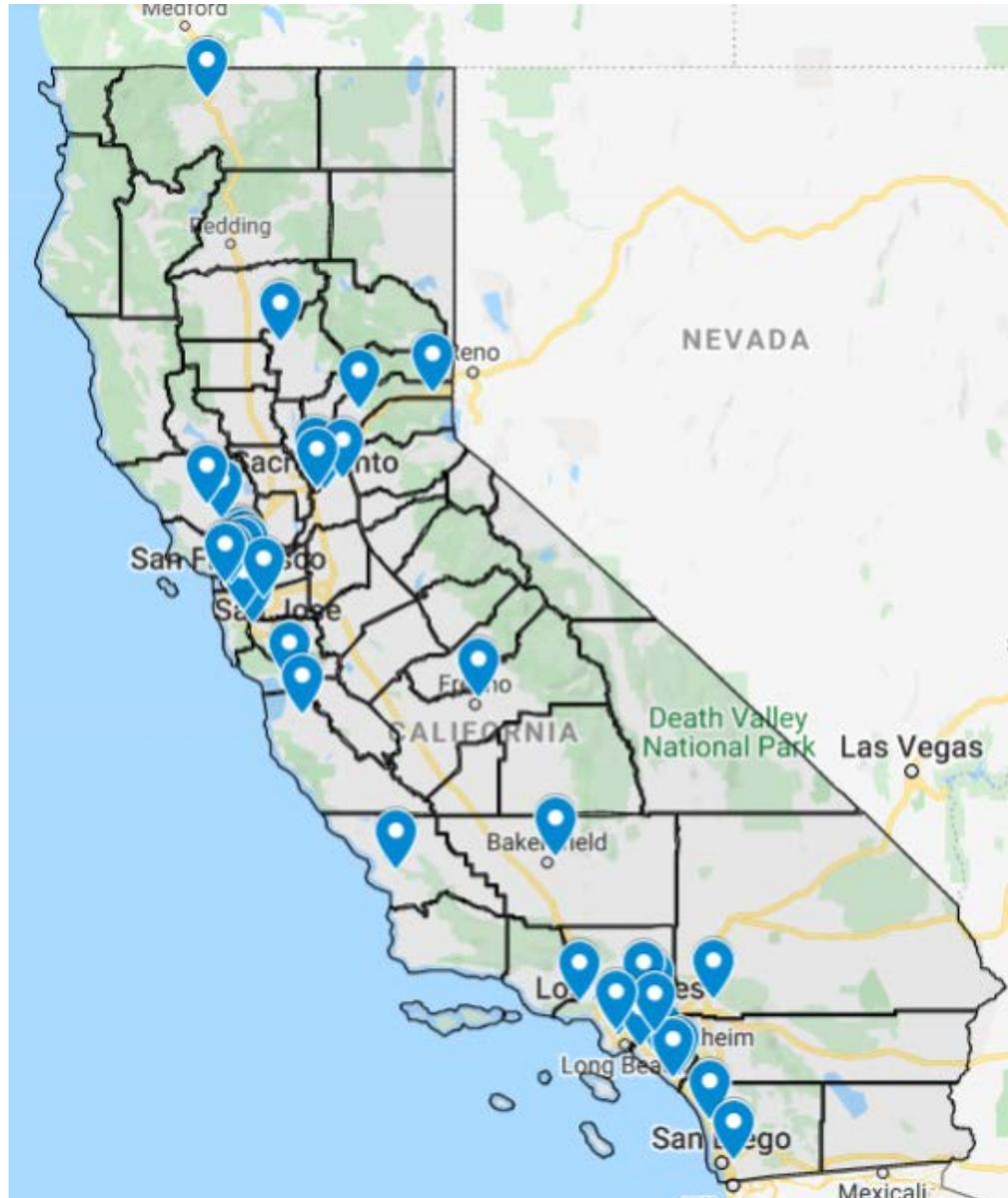
Chat Area



**In the Chat area, please type your name and organization.
Comments and questions are also welcome.**



Where We Are



Sharing via Padlet

<http://bit.ly/Padlet-SLT-Mar2020>

The screenshot shows a web browser window displaying a Padlet board. The browser's address bar shows the URL `padlet.com/dquan/wlxik3z769d5`. The Padlet board is titled "State Literacy Team Input Session: Share A Photo or Inspiration That Makes You Happy" and was created by user "dquan" 1 month ago. The board features a large background image of pink cherry blossoms. A pinned note on the board contains the following text:

A funny clip for those of us working from "home office"

This has always cheered me up and is even more relevant as more of us work from home.

Below the text is a video player showing a news anchor from BBC News. The video title is "Children interrupt BBC News i..." by BBC News on YouTube. A red plus sign icon is visible in the bottom right corner of the board.



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=1XILPjNp8A7rvIK9GuyeH4UuGjaYdEvMK>



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 Howerter
California
Department of
Education

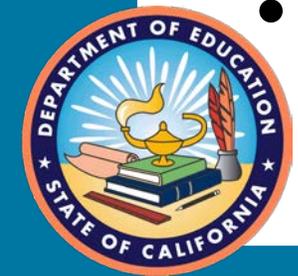


Liz Jameyson and
Team
Region 15
Comprehensive
Center (CC)



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
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Parking Lot

Have a question? Add it to our parking lot:

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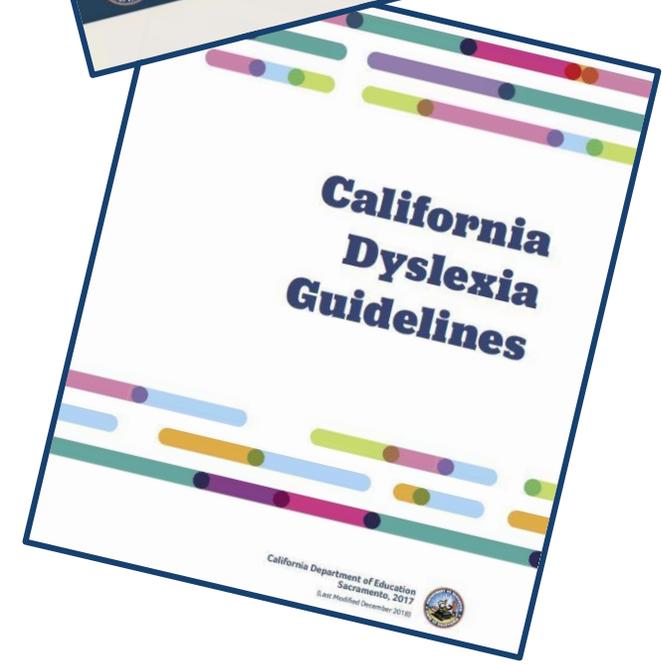
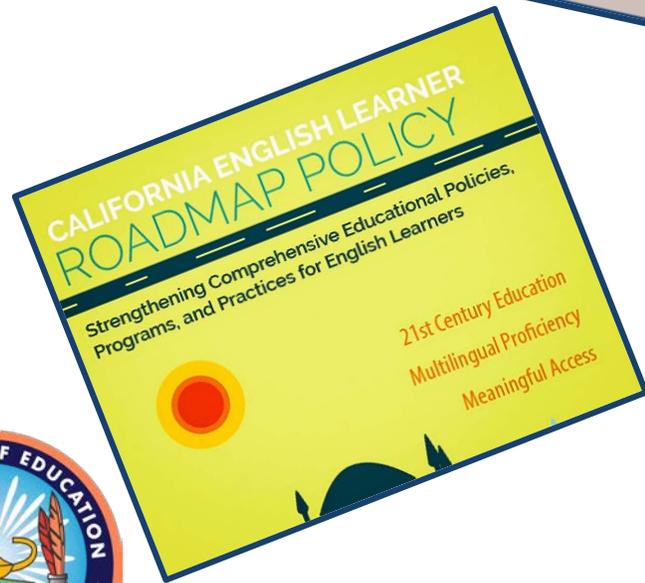
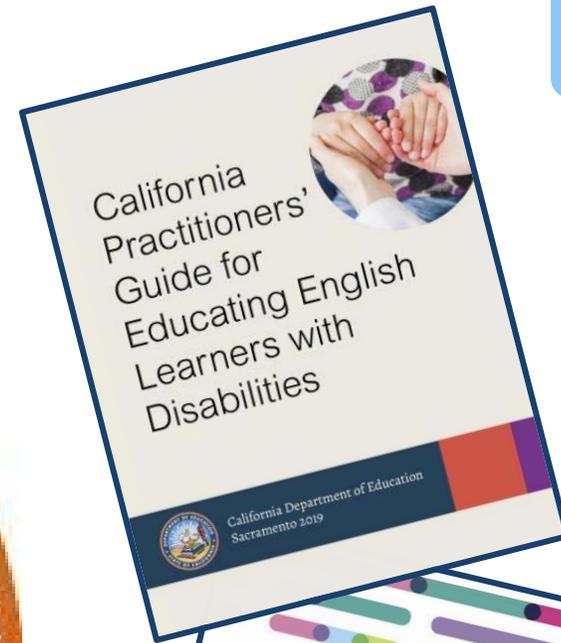
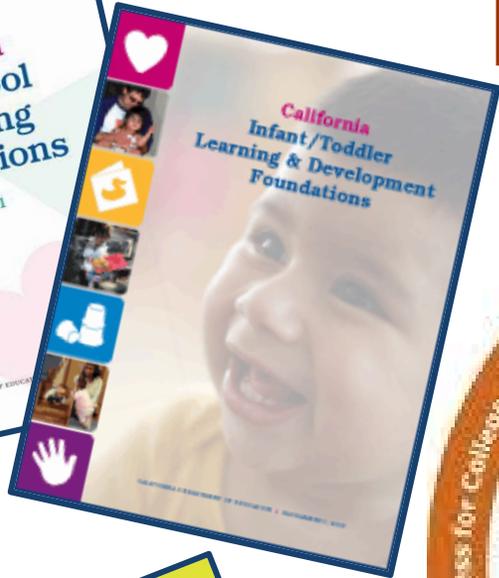
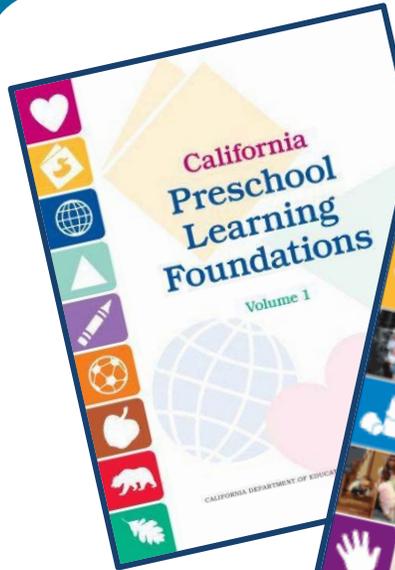
Purpose

Fulfill CLSD grant activities for Objective 2:

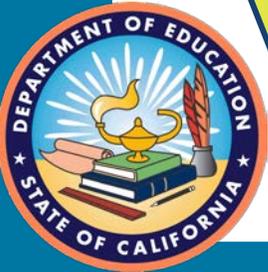
- Analyze data to determine statewide literacy needs.
- Provide input on which evidence-based strategies to include within the SLP.
- Provide recommendations on actions that local educational agencies (LEAs) can take and the tools and resources that the California Department of Education (CDE) will provide.



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

Link to Federal Register:

<https://www.federalregister.gov/documents/2019/05/03/2019-09055/applications-for-new-awards-comprehensive-literacy-state-development-program>



California's Proposal



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.



California's Proposal



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.



California's Proposal



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

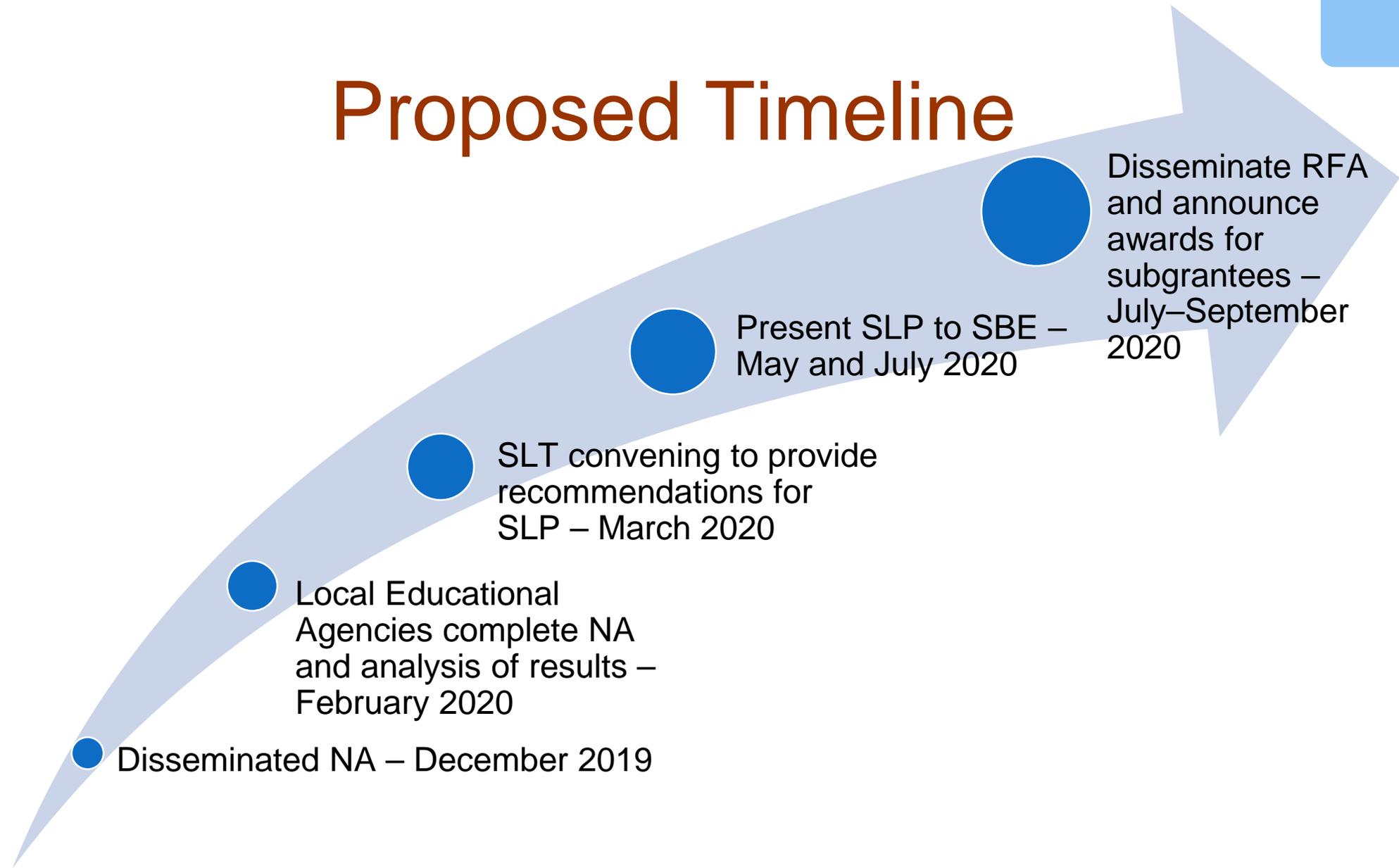


Next Steps

- 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



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.



Instructions for Completion

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

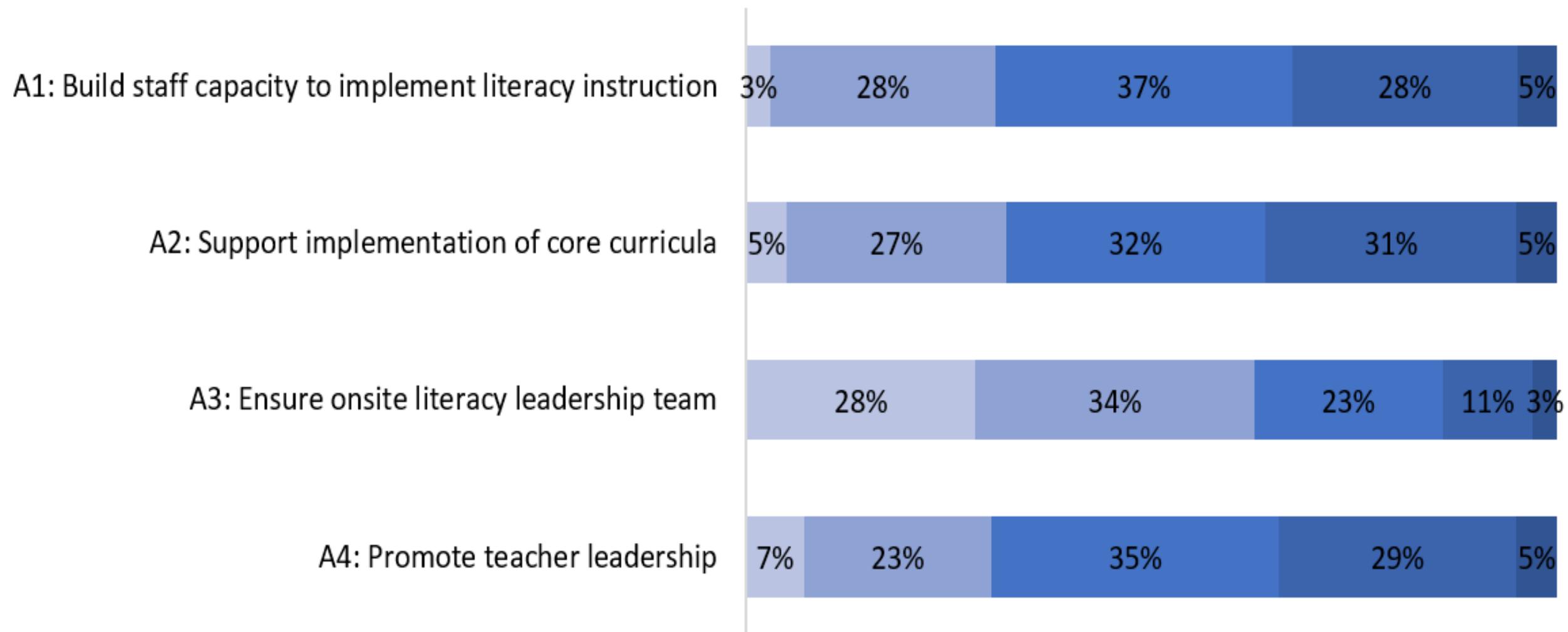
Operationalizing
Gaining
Consistency

Optimizing
Innovating and
Sustaining



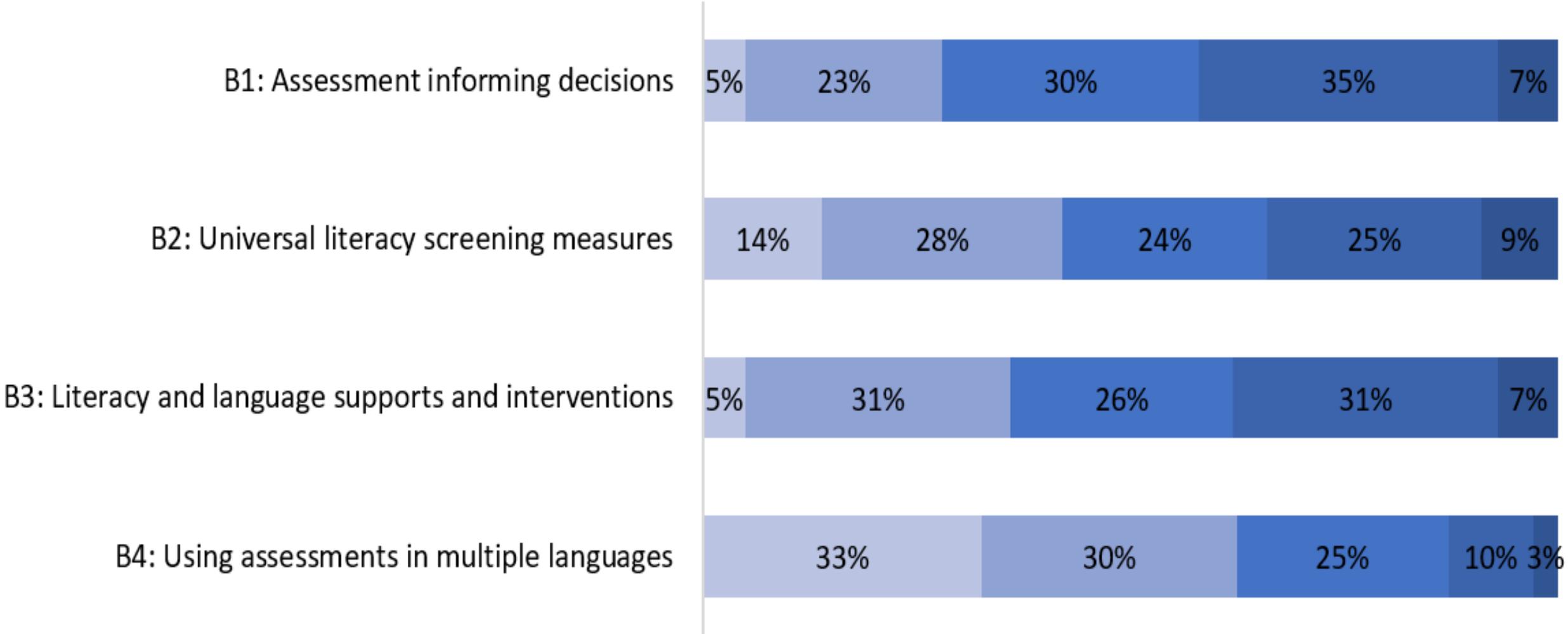
Distribution of responses to Key Topic A questions (N=167)

■ Not yet emerging ■ Emerging ■ Developing ■ Operationalizing ■ Optimizing



Distribution of responses to Key Topic B questions (N=167)

Not yet emerging Emerging Developing Operationalizing Optimizing



Distribution of responses to Key Topic C questions (N=167)

■ Not yet emerging ■ Emerging ■ Developing ■ Operationalizing ■ Optimizing

C1: Literacy across content areas



C2: California's literacy-related guidance and policy documents



C3: Academic language across content areas

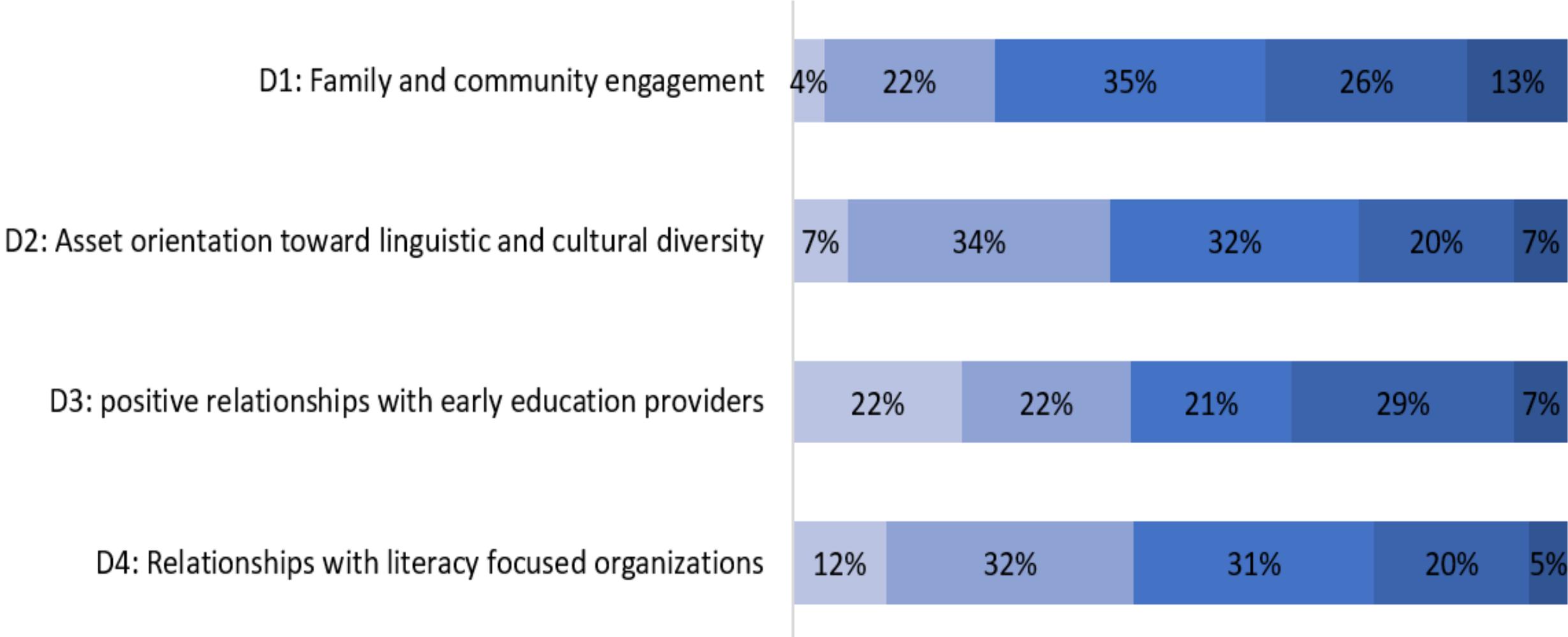


C4: Supporting all learners



Distribution of responses to Key Topic D questions (N=167)

■ Not yet emerging ■ Emerging ■ Developing ■ Operationalizing ■ Optimizing



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?)



Key Topic D Recommendations (1)

- 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)

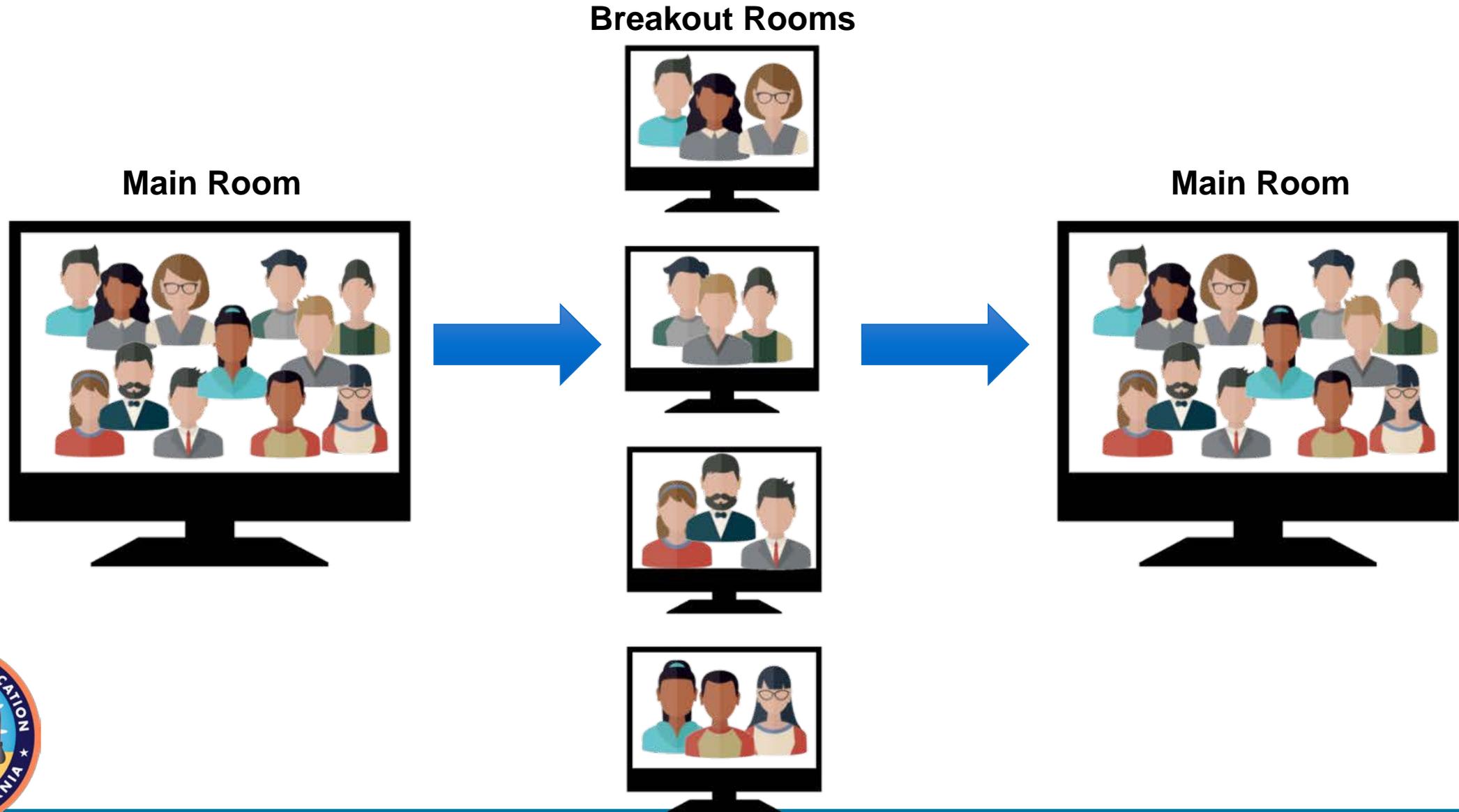
- Encourage LEAs to provide/make available multi-lingual/cultural texts and activities throughout the year, including books for families to take home
- Encourage LEAs to dedicate a position to establish community partnerships and a family and community resource center.



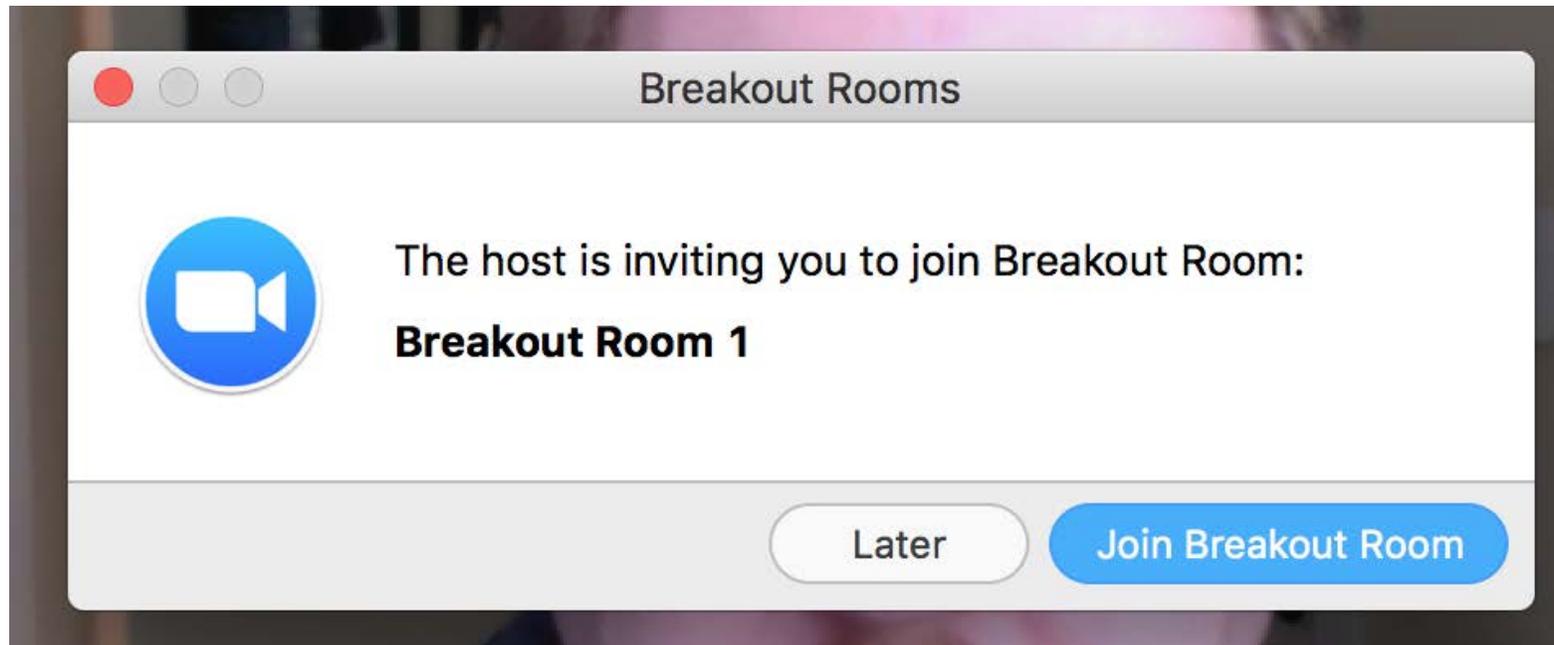
Breakout Process



Breakout Activity: Interaction Flow



Breakout Room Assignment

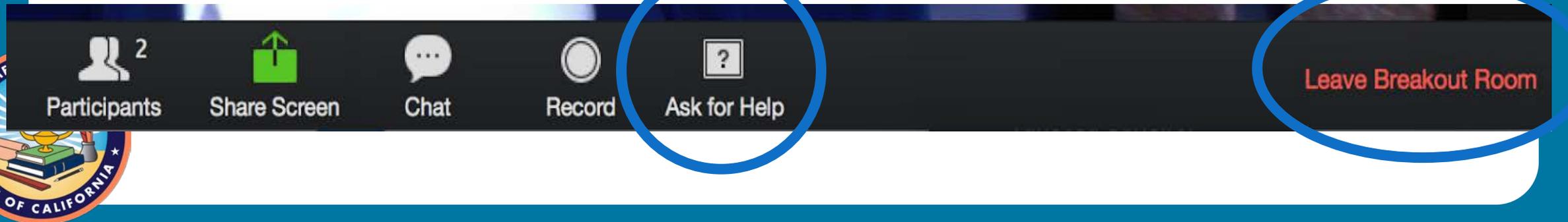


Click on the invitation to join your Breakout Room



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.

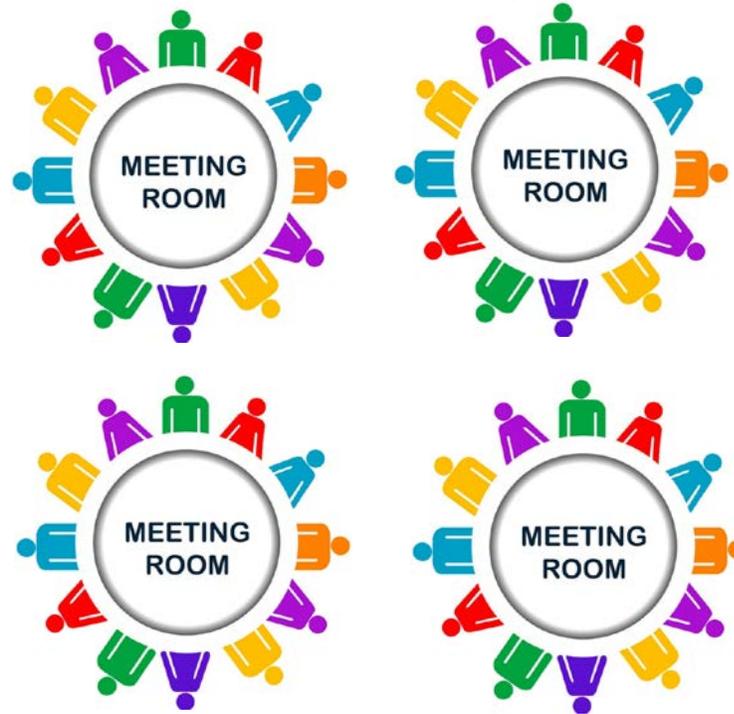


Breakout Session 1: Small Groups

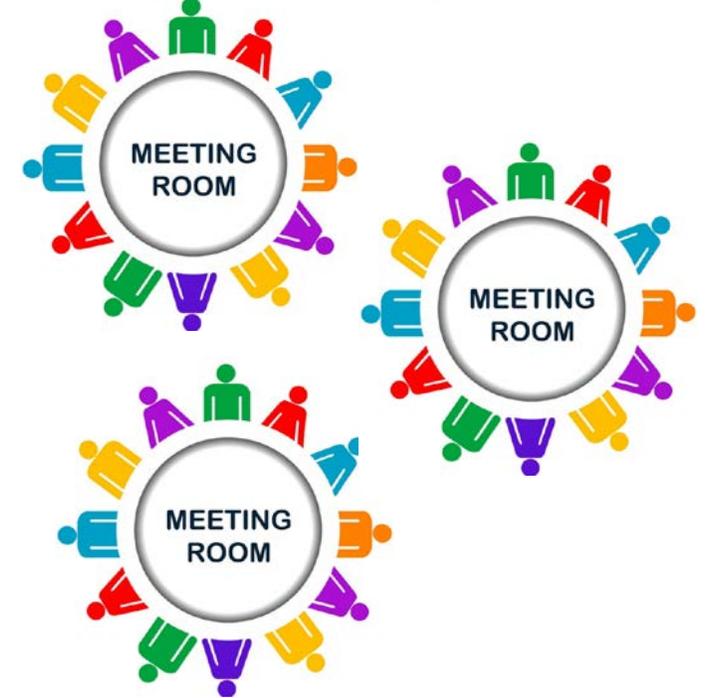
Early Education
(2 rooms)



Elementary
(4 rooms)



Secondary
(3 rooms)

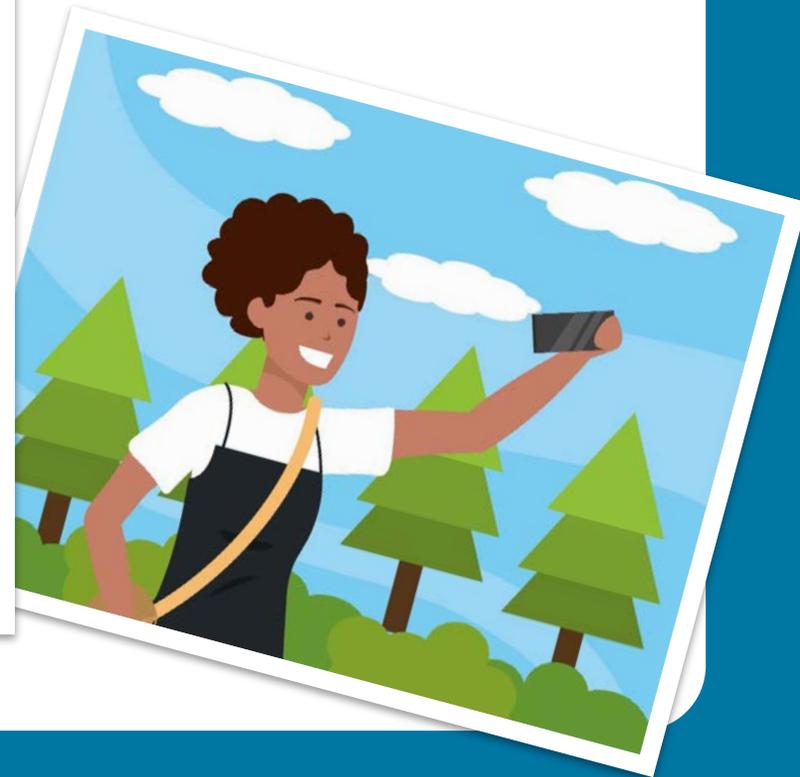


Lunch Break: Share Your Photos!

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

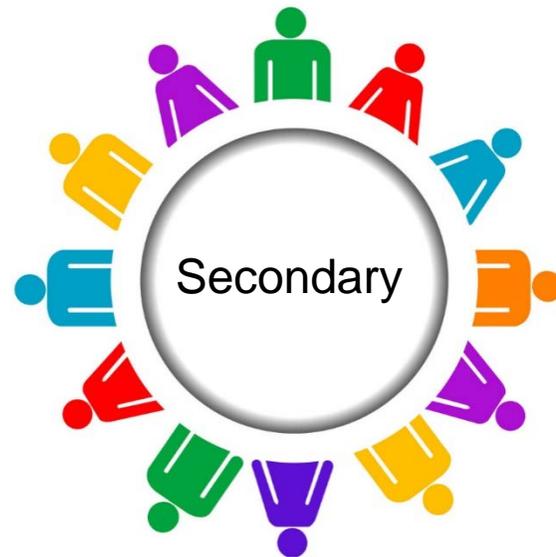
As you listen, consider:

- What resonates with me?
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Respond in the chat.



Moving to Breakout Session 2a



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



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

- Introductions
- Agenda review
- Transition to breakout groups



Welcome and Introductions

Jennifer Howerter
Education Programs Consultant
Professional Learning Innovations Office



Meeting Overview–Day 2

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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.



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California's Proposal (1)



Objective 1:

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California's Proposal (2)



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.



California's Proposal (3)



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Read the proposal

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July Agenda Item 10



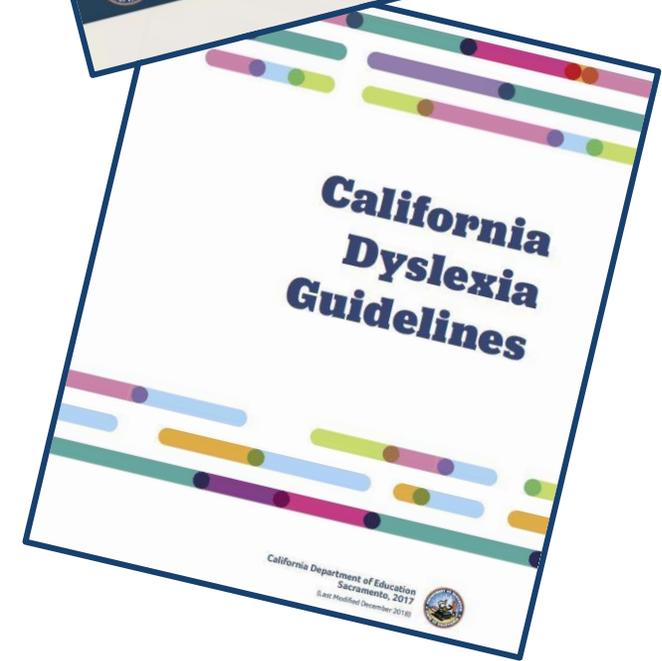
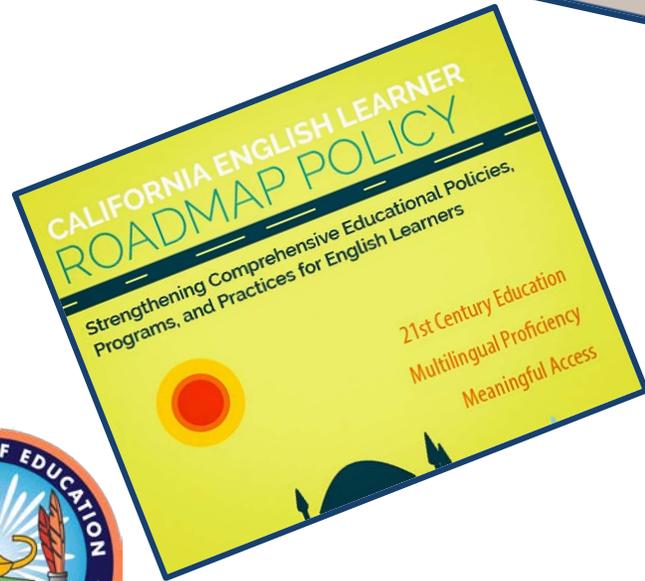
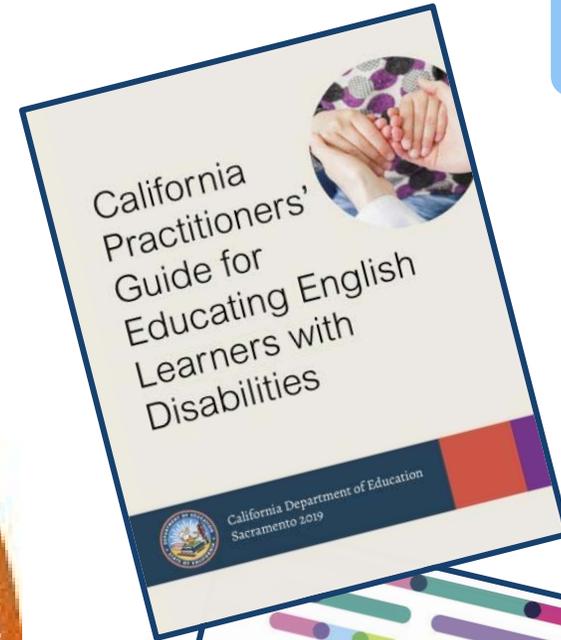
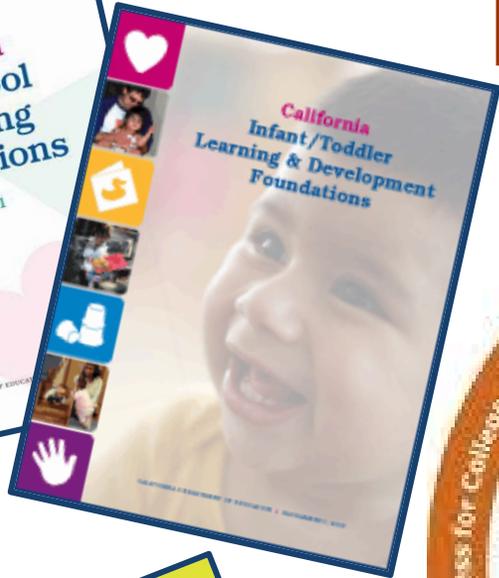
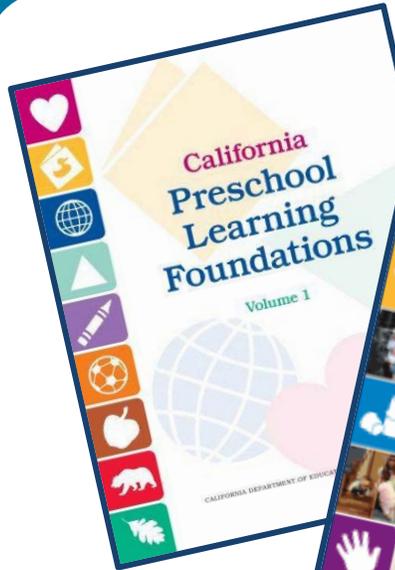
Purpose (1)

Fulfill CLSD grant activities for Objective 2:

- Analyze data to determine literacy needs
- Provide input on evidence-based strategies for the SLP
- Provide recommendations on actions LEAs can take and the tools and resources that the CDE will provide



Purpose (2)



2014 English Language Arts/English Language Development Framework



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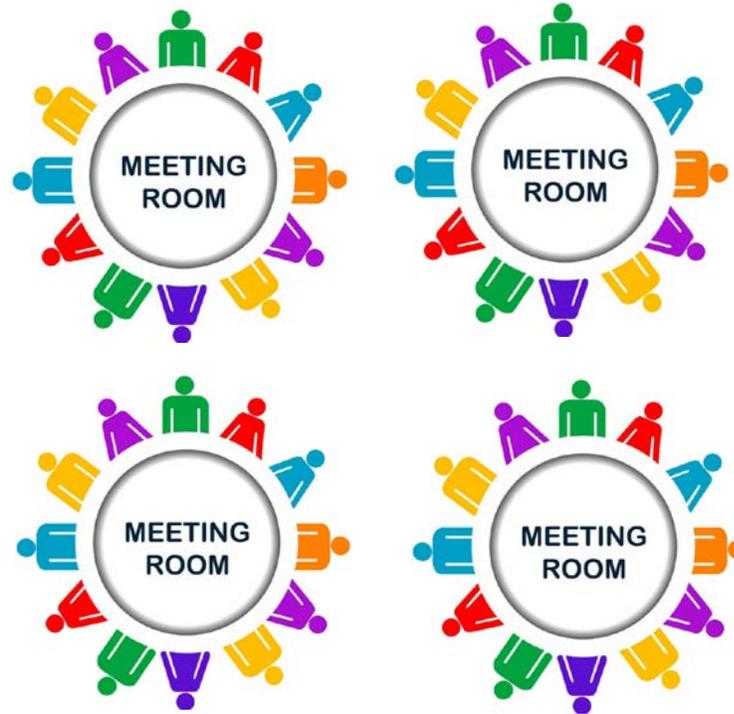


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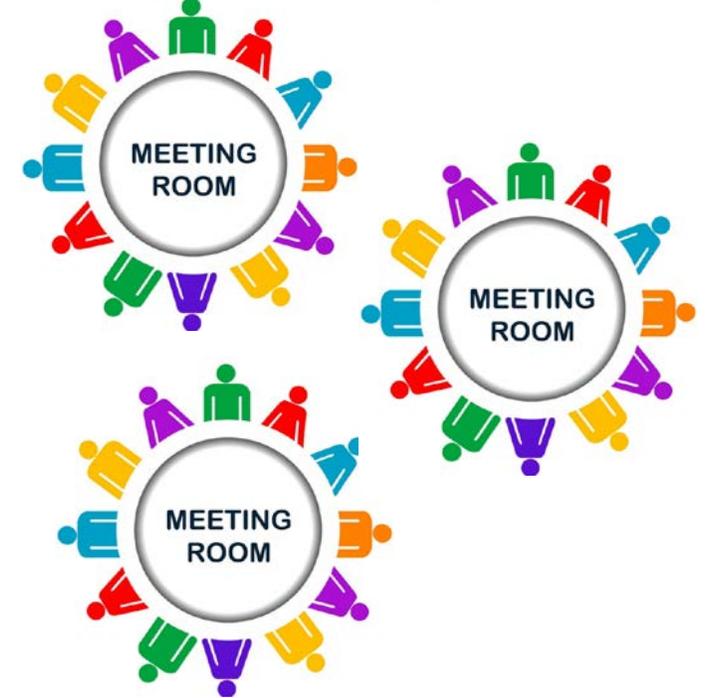
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Share Out

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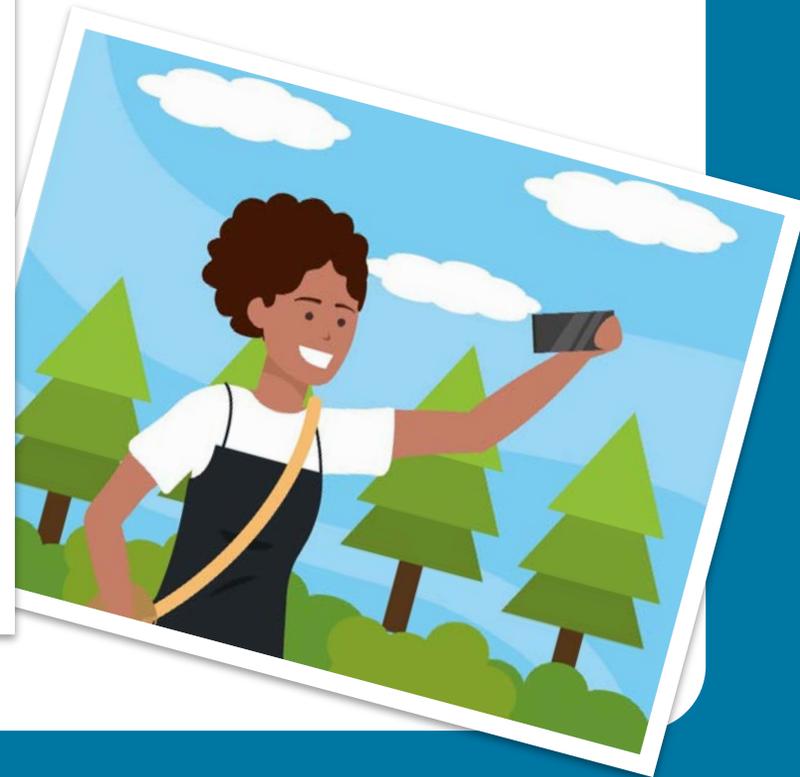


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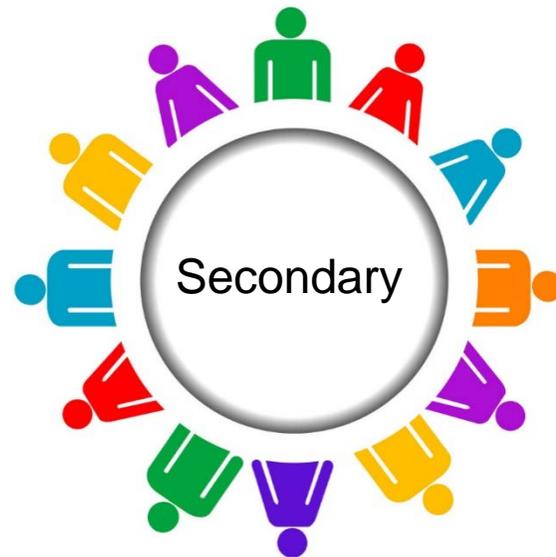
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Breakout Session 2c (optional)

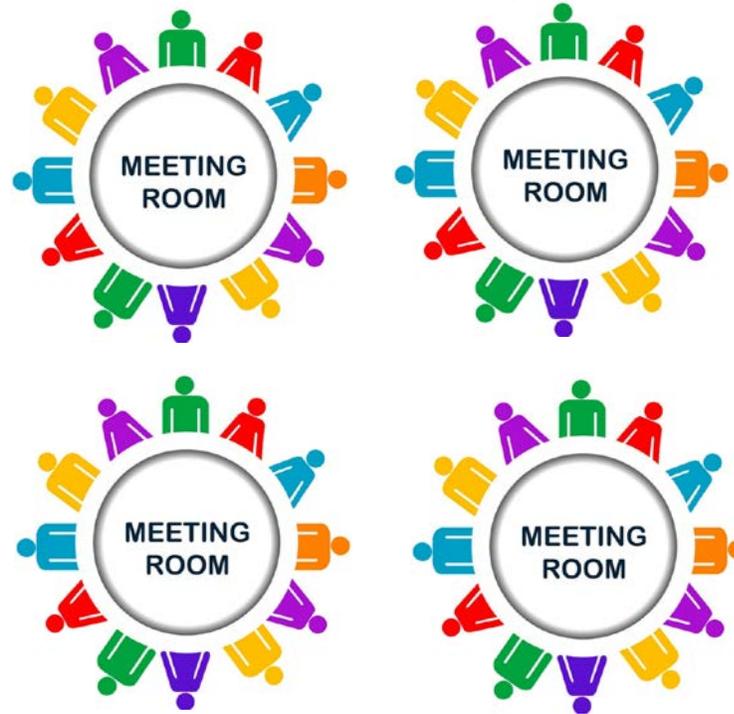


Breakout Session 3: Small Groups

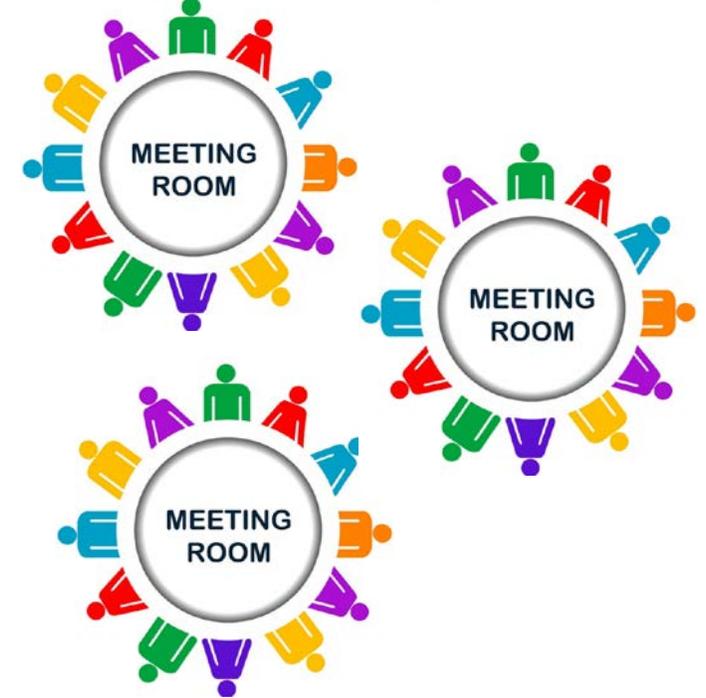
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(2 rooms)



Elementary
(4 rooms)



Secondary
(3 rooms)



Share Out

As you listen, consider:

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- 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!!!

unplug
TO
Recharge

