

2010 Striving Readers Comprehensive Literacy (SRCL) Formula Grants

Alabama

State Contact: Sherrill W. Parris

Award: \$150,000

Abstract: The Alabama State Department of Education (ALSDE) will establish an active State Literacy Team (SLT). ALSDE staff from the ongoing Alabama Reading Initiative (ARI) will use the knowledge they've gained working with many individuals and groups to provide improved literacy instruction to recommend SLT members. From recommendations, the superintendent will appoint members to serve on the SLT.

The SLT will support ALSDE's goal of providing the standards, resources, and support that LEAs need to ensure that all students graduate from college. The first responsibility of the SLT will be to assist ALSDE in developing a comprehensive literacy plan that will address the needs of children birth through grade 12. Following the development of this plan, the SLT will meet quarterly as needed to serve as an advisory group to the ARI, to help implement the plan, and to provide feedback on the development of reading-related competitive grant proposals.

Alaska

State Contact: Paul R. Prussing

Award: \$150,000

Abstract: Alaska does not have an established State Literacy Team (SLT) but intends on establishing one with a minimum membership of 13 representatives that will meet regularly and include a wide variety of stakeholders. The State has established a selection committee who will provide recommendations based on reading expertise, literacy leadership, and experience with the application criteria. Due to the size of the State consideration will be given to geographic location, cultural and ethnic diversity, literacy experience, and cross agency and community based affiliations. The State Commissioner will have final approval of all SLT members.

Alaska will seek out expertise in the field of research. Currently, the State of Alaska does not hold significant expertise in the field of literacy research. The Department of Education acknowledges this gap in expertise and a search will be conducted in order to fulfill this application expectation.

The State's Literacy Plan will provide guidance for Assessment, Curriculum and Instruction, Intervention, Instructional Leadership, Family and Community Partnerships, and Professional Development. The SLT will meet face to face once a month between November and January, with audio conferences and

electronic draft revisions also taking place. Lexie Domaradzki, with REACH Education consulting, will serve as the literacy expert in managing the process for development of the Plan reporting bi-weekly to the Commissioner and Deputy Commissioner. The Commissioner of Education will provide final approval of the Plan; should changes in State regulations be needed the State board of education would promulgate those regulations after a public comment period.

In October the University of Alaska leadership team and the Early Childhood Advisory, from the University System will meet to discuss the integration of the State Literacy Plan to ensure there is a connection to the university preparation programs and any staff development programs. Further, the Title I CoP will be informed of the process, and provided opportunity for input by the Title I Education Administrator.

Arizona

State Contact: Kathryn Hrabluk

Award: \$150,000

Abstract: The Arizona Department of Education is establishing a 21-member State Literacy Team (SLT) of literacy experts from across the field to design a cohesive Comprehensive Literacy Plan that builds upon Arizona's past successes and initiatives and unifies literacy instruction to ensure all students graduate as literate citizens. SLT members will have expertise and strong leadership across the breadth of the learning span, birth through grade twelve. To develop the Plan, the SLT will examine the convergence of evidence, examine policy and legislation, develop consensus about the common expectations and agreements for both learners and teachers, and develop a conceptual framework that encompasses literacy development from birth to grade 12. From this Plan, guidance documents that will help practitioners will be developed.

Arkansas

State Contact: Carol Massey

Award: \$150,000

Abstract: Arkansas Department of Education (ADE) will establish a 10-member State Literacy Team (SLT) to assist and advise during the development and implementation of the Arkansas State Literacy Plan. SLT members will have expertise in literacy development and education for children from birth to grade 12. The Plan will address literacy needs – including those of struggling learners, English Learners and students with disabilities -- of each band of learners birth-school age; K-5; 6-8; and 9-12. By coordinating efforts with a number of ADE advisory committees, the SLT will ensure the Plan includes cohesive implementation of the Common Core State Standards; assessment systems; interventions; and effective instructional practices for phonological awareness, word recognition, phonics, fluency, comprehension, vocabulary, and writing.

California

State Contact: Sharon Johnson

Award: \$841,329

Abstract: California's Office of the Secretary of Education (OSE), the State Board of Education (SBE), and the California Department of Education (CDE) have created a selection process to solicit representatives to serve on the California State Literacy Team (SLT).

The criteria to be considered for candidates 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. All members will be expected to have expertise in at least one area of literacy development for children and students birth through grade twelve.

The SLT will assist the SBE in developing a State Comprehensive Literacy Plan that begins at birth and continues through the secondary level, helping create a smooth transition for students as they move from one developmental level to the next. CDE will facilitate, coordinate, and manage the operations of the SLT. Decision protocols will be determined by the SBE, the CDE and the OSE once the SLT has been appointed. Specialized groups focused on early childhood education, special education students, migrant education students, English learners, and elementary and secondary students will be coordinated and facilitated by the CDE.

Colorado

State Contact: Gena Feury

Award: \$150,000

Abstract: The Colorado Department of Education (CDE) will establish a formal State Literacy Team (SLT) calling upon participants from such groups as Read to Achieve, Colorado Reading First, The Rural Secondary Literacy Project, The Early Childhood Leadership Commission, and The Title 1 Committee of Practitioners. The work of these groups was recently summarized in the Colorado Literacy Alignment Project (CLAP).

The SLT will be structured with internal and external memberships. The internal SLT will consist of literacy leaders within the CDE and will be tasked with initial development of the Plan and establishing the external SLT. Selected external SLT experts will have proven records of success in literacy as determined by their resume and history in working with literacy projects within the State. The internal SLT will plan, write and utilize feedback gathered from the external group to create a draft State Literacy Plan.

Representatives from the CDE will conduct focus groups with key stakeholders to gather information and input regarding the State literacy framework and how it aligns with the mission of their respective

organizations. Information from these groups will be solicited through meetings, e-mail and surveys. A draft of the Plan will be posted on the Colorado Department of Education's website for constituents to provide feedback.

Connecticut

State Contact: Harriet Feldlaufer

Award: \$150,000

Abstract: Connecticut State Department of Education intends to establish a State Literacy Team (SLT) of 25 experts currently working in Connecticut's school districts, institutions of higher education and other educational organizations. Connecticut's goal is to maintain the State Literacy Team to ensure a consistent message for establishing and maintaining high-quality literacy programs for all students, birth through grade 12. The State Board of Education has a five-year comprehensive plan for education emphasizing three priority areas: High-quality preschool education for all students; high academic achievement for all students in reading, writing, mathematics, and science; and high school reform.

Team members will have expertise in school readiness, Head Start, early literacy, student assessment, English language learners, special education and teacher standards and certification. The SLT will develop a Comprehensive Literacy Plan and work collaboratively with the State Educational Agency (SEA) in restructuring Connecticut's literacy mission and philosophy. It will continue to support the SEA in an advisory role and hold forums to discuss federal, State, and locally funded literacy initiatives.

The SEA bureau chief will manage the SLT. Consultants from other bureaus within the SEA will be tapped to provide their expertise and vision for the Plan. Consultants from early childhood, birth-to-three, school readiness, Head Start, special education, English language learners, adolescent literacy, student assessment, teacher standards and certification, Title I and Title III, Part A and Accountability and Improvement will become an integral part of Connecticut's SLT.

District of Columbia

State Contact: Jeremy Grant-Skinner

Award: \$150,000

Abstract: The District of Columbia Office of the State Superintendent of Education (OSSE) will establish a 15-member State Literacy Team to develop a Comprehensive State Literacy Plan covering children from birth to grade 12. The Team will be made up of four members with the SEA (the OSSE) and 11 members, chosen via a nomination process, from outside the SEA. The Plan will allow the OSSE to coordinate ongoing work on literacy and get support from experts in a systematic way. In addition to composing the Plan, the Team will serve as an advisory board to OSSE for all areas related to the implementation of literacy plans in Washington, D.C.

Florida

State Contact: Stuart Greenberg

Award: \$350,153

Abstract: Florida intends to establish a State Literacy Team (SLT) that will include a variety of stakeholders. SLT members' expertise includes managing and implementing an effective literacy program at the school, district and State levels; literacy development and instruction for K-12 students; teacher preparation and State licensure/accreditation in literacy development and instruction; research and measurement, planning for an implementing an RTI model; Title I; validated interventions and instruction for struggling readers, English Learners, and students with disabilities; literacy development and instruction for children from birth to school entry; and Department of Children and Families. Members of the SLT will be selected from among State, school district, university, and community entities.

The SLT will facilitate essential and continual collaborative discussions; develop a shared theory of action and reduce policy fragmentation. It will build organizational coherence, develop opportunities for learning, and increase knowledge about the types of successful strategies utilized across and within other States. The SLT will be lead by the Executive Director of the Just Read, Florida! Office with the Commissioner of Education and the Chancellor providing guidance. The SLT will be divided into subcommittees with experts in early literacy addressing issues pertinent to grades PreK-2, those with expertise in adolescent literacy focusing on issues retaliated to grades 3-5 and 6-12. Decisions will be made through collaboration and consensus of the committees and the SLT as a whole.

At each meeting of the Early Childhood advisory Council and the Title I Committee of Practitioners, items related to developing and implementing the State Literacy Plan will be a standing agenda item and discussed. Working through the State Higher Education consortium the Plan will shape the education practice and course offerings of educational programs. Reading courses that are offered at State universities and colleges will be reviewed by a subcommittee of the SLT for alignment with the Plan.

Georgia

State Contact: Julie Morrill

Award: \$259,338

Abstract: The Georgia Department of Education (GADOE) convened a Literacy Task Force in the fall of 2008 for the purpose of writing a literacy plan for K-12th grades. Over fifty members from a variety of educational contexts Statewide were asked to participate. There were members representing literacy instruction in regular and special education in elementary, middle, and high school, literacy assessment, adolescent literacy, curriculum directors, English Language Arts, reading specialists, and the birth-to-school population.

This task force created a literacy document that contains the research necessary to guide the design of a Comprehensive Literacy Plan that will be inclusive of all children birth to grade 12. Because the State's literacy plan was developed for K-12 with a particular focus on the growing need in adolescent literacy, the balance of the new Georgia Literacy Team (GaLT) will need to be realigned.

A new task force is being developed out of the adoption of the Common Core Curriculum that will address the birth-to-age-five population, spearheaded by the Georgia Professional Standards Commission. GaLT will recruit membership from this task force. GADOE has also secured an assurance of active involvement from Bright from the Start, Georgia's Department of Early Care and Learning (DECAL). GADOE will solicit additional members from Head Start; Georgia's Family Connection program; the Department of Human Resources Family and Children Services; the Division of Public Health; and/or Smart Start Georgia. In addition, an effort will be made to provide a larger voice for post-secondary education by including representatives from career-technical colleges as well as higher education. Invitations will be extended to members of the higher education community from Georgia State University, Valdosta State University and Georgia Southern University. In addition, GaLT will recruit a representative from the Technical College System of Georgia which offers a Child Development Associates Degree for professionals in Georgia's Head Start and day care programs.

Georgia has recently been awarded the Race to the Top. A key part of the mission of Race to the Top is to support the transition to enhanced standards and high-quality assessments. The GaLT will be asked to assist GADOE in developing a plan for implementation of the Common Core Georgia Performance Standards (CCGPS) to ensure a successful transition. The Literacy Plan will need to be revised to reflect the new opportunities presented by CCGPS as well as the new challenges for Georgia educators and students.

Idaho

State Contact: Heather Love

Award: \$150,000

Abstract: Idaho will establish a State Literacy Team (SLT) with members selected on the basis of their experience in literacy birth-K and K -12 education as well as for their strong commitment to developing a Comprehensive State Literacy Plan. The Plan will include common core standards K-12 and birth-K Comprehensive Early Learning Guidelines. The State Department of Education Reading Coordinator will help facilitate meetings. The SLT will include members representing existing teams already in place in Idaho (e.g. Head Start Advisory Councils and higher education organizations in Idaho, including university representatives).

Illinois

State Contact: [Marica Cullen](#)

Award: \$312,585

Abstract: The Illinois State Board of Education (ISBE) will establish a 9- to 16-member State Literacy Team (SLT) to develop a Comprehensive State Literacy Plan. SLT member candidates under consideration include literacy practitioners, educators, researchers, and other professionals from Illinois schools, universities, State agencies, and other literacy advocacy organizations. The Illinois SLT – supervised by ISBE literacy staff – will draft the Plan that ensures a seamless transition between prekindergarten and kindergarten, grades 5 and 6, and grades 8 and 9 programs, as well as between all grade levels from birth through grade 12. In addition, the SLT will ensure that the Plan incorporates and aligns with ISBE initiatives to implement the newly adopted Illinois Common Core Standards. The Team will be overseen by an ISBE project director.

Indiana

State Contact: Stacey Hughes

Award: \$150,000

Abstract: The Indiana Department of Education recently developed the 38-member Indiana State Literacy Team (ISLT) in order to facilitate the development and implementation of a Comprehensive Literacy Plan that will serve students from birth to grade 12. Team members comprise a wide range of professionals that can represent and advocate for the needs of all children, including English Learners, children with exceptional needs and children from various socio-economic backgrounds. In addition to developing the comprehensive Plan, the ISLT will play a vital role in spreading the word about the Plan's value and resources that enable its realization.

Iowa

State Contact: W. Christine Rauscher

Award: \$150,000

Abstract: The State of Iowa Department of Education will build on past literacy efforts to establish an 18-member plus State Literacy Team (SLT) to develop a State Literacy Plan that will accelerate literacy achievement in the State. Team members will include representatives of Area Education Agencies, Urban Education Network schools, an expert in ELL, leaders of the local chapters of NCTE and IRA, consultants from both Early Childhood Services and Title 1, and two college professors. The Plan will determine effective evidence-based practices, and meet with implementation teams to help begin the implementation process in schools. Several members of the SLT are also members of other State guidance groups (like Title I).

Kansas

State Contact: Lynn Bechtel

Award: \$150,000

Abstract: Kansas Department of Education (KSDE) will establish a State Literacy Team (SLT) that will develop a Comprehensive Literacy Learning Plan to support all aspects of literacy learning for children from birth to grade 12. This Plan will provide guidance for parents, school districts, and community leadership and also provide a structure for professional development regarding methods to empower school and community culture around reading and writing across and within all content areas.

The SLT will be managed through KSDE by the appointment of a SLT facilitator. The SLT will be a core group of individuals charged with designing and developing the literacy learning framework. A communication plan will be developed to ensure that the work of the SLT is coordinated with the work of these stakeholder groups: The Kansas P-20 Council; The Kansas Education Commission; Early Childhood Advisory Council; Kansas Multi-Tier System of Supports; Mid-Continent Comprehensive Center; KU Center for Research and Learning; Kansas Literacy Task Force; Kansas Board of Regents; Kansas Parent Teachers Association; and Kansas Parent Information Resource Center.

Kentucky

State Contact: Cindy Parker

Award: \$150,000

Abstract: The Kentucky Literacy Partnership was established in 1999 to coordinate Statewide literacy efforts among the public and community entities that share an interest in improving the reading and literacy skills of children and adults throughout Kentucky. The Partnership developed a literacy plan that has been the foundation for the State's work in literacy. Additionally, in 2007 Kentucky created an adolescent literacy task force that established recommendations relating to teacher certification, professional development, instructional resources, data-informed decision making, and support structures to improve adolescent literacy. To expand this work and to meet the needs of all students, Kentucky is developing a new State Literacy Team (SLT).

The SLT includes: six teachers and administrators from local educational agencies (LEAs); four representatives from the State Educational Agency (SEA) with extensive experience working on Statewide literacy initiatives from birth through grade 12 as well as research related to literacy; and four representatives from institutions of higher education. Other members represent partners such as KY's P-20 Innovation Labs, the Council on Postsecondary Education, Title I, special education, early childhood education, the Early Childhood Advisory Council, the governor's Transforming Education taskforce, the KY P-16 collaborative, and a national family literacy organization.

The SLT's responsibilities will include: defining an integrated and Comprehensive State Literacy Plan; identifying needs, trends, and issues in schools relating to other literacy grant programs; making recommendations regarding a comprehensive district approach to literacy planning, and advising the SEA on ways to assist districts and collect data relating to the implementation of the Plan.

Meetings will occur monthly and will be facilitated by an independent consultant working with the SEA core planning team. SLT members will communicate regularly with other stakeholders such as child care, Head Start and State-funded preschool; cross-disciplinary and career studies groups; organizations addressing the needs of specific groups of students; elected officials, civic and community leaders; parents; and other educators and literacy groups. Members will seek advice, review, and input on the Plan and its implementation from these groups.

Louisiana

State Contact: Jill B. Slack and Kerry Laster

Award: \$150,000

Abstract: The Louisiana Department of Education has an existing State Literacy Team (SLT). In September, 2010, the State, in consultation with stakeholders representing different agencies and existing teams in Louisiana, Early Childhood Advisory Council, Superintendent's Advisory Council, Association of Colleges for Teacher Education, State Board of Elementary and Secondary Education selected three to four members to serve on the 'new' 18 member SLT to ensure proper representation.

Louisiana's SLT will assist the State Educational Agency (SEA) in improving and refining its Comprehensive Literacy Plan which has already been drafted. In early fall, the SEA will convene a two-day, face-to-face meeting in Baton Rouge with SLT members to discuss and review roles and responsibilities and to begin refinements of the entire Plan. Following the meeting, the SEA will host bi-weekly conference calls with the SLT members to continue refining the Plan. Between calls, SLT members will receive assignments based on the current status and improvements that the SEA believes are necessary to complete the Plan. In January, the members will reconvene in Baton Rouge to make final edits.

Dr. Jill Slack and Kerry Laster will manage the SLT and oversee the day-to-day decisions and communication. SLT members will individually and collectively offer ideas and suggestions, and key decisions regarding the content of the Plan will be made by consensus recommendation. The State will coordinate the work of the SLT with other related teams by providing updates of the SLT's progress at meetings convened.

Maine

State Contact: Lee Ann Larsen

Award: \$150,000

Abstract: The Maine Department of Education (MDOE) has begun the process of forming a State Literacy Team (SLT) to guide the development and implementation of a State Literacy Plan (SLP) to serve children from birth to grade 12. MDOE has formed an internal planning committee composed of

consultants whose work pertains to literacy from birth through grade 12. MDOE's Literacy Specialist will coordinate both the internal planning committee and the SLT.

The planning committee has met four times to: 1) review literacy related policies and initiatives conducted in Maine over the last ten years; 2) reviewed literacy initiatives conducted outside Maine; 3) recommended State data sources that can inform the development of the Plan; 4) recommended an initial collection of literacy research documents; 5) reviewed the guidelines on membership of the State Literacy Team; and 6) began reviewing the expertise of potential nominees for membership on the Team. Once all nominees are reviewed, a slate of nominees will be submitted to the Commissioner of Education for approval and appointment to the Team. The SLT will include membership from the SEA, LEAs, higher education, the research community, and other State organizations and teams.

The SLT will meet monthly to focus on the development of the Plan. It will also provide oversight that can contribute to the implementation of the Plan, including: recommendations for policy and budget decisions to support the ongoing implementation and sustainability of the Plan; examination and analysis of data related to Plan implementation; and recommendations of enhancements to strengthen the Plan.

The Team will be managed by MDOE's Literacy Specialist, with assistance from consultants in Early Childhood and English Language Arts. The Literacy Specialist will provide regular updates to the State Board of Education, the State Legislature's Joint Standing Committee on Education, and all MDOE consultants so they can stay informed of Plan developments and share the information with stakeholders. The Specialist will also establish a webpage so that all interested stakeholders can review the progress of the Team.

Massachusetts

State Contact: Julia Phelps

Award: \$150,000

Abstract: Massachusetts' Department of Elementary and Secondary Education (ESE) will establish a State Literacy Team (SLT) by selecting individuals who have been active in key Massachusetts literacy initiatives for children ages birth through grade 12 over the past decade.

The SLT will assist ESE in developing a Comprehensive Literacy Plan that will provide direction and coordination for the Commonwealth's work in many areas including: early childhood and adolescent literacy, tiered literacy instruction, the implementation of the Common Core State Standards in schools and educator preparation programs, and alignment of high school and college reading and writing.

In addition to developing the Literacy Plan, the SLT will have an ongoing function of monitoring its implementation and providing guidance on literacy projects and research within the State or those undertaken in collaboration with other States.

ESE's Center for Curriculum and Instruction will organize SLT meetings, provide support, and manage the workflow. A consultant will attend all meetings, conduct research as needed and write drafts and the final version of the Plan. When the Plan is complete and accepted, ESE will communicate online and in person with members of the SLT for the purposes of disseminating the Plan, discussing proposals for funding aspects of the Plan as needed, and monitoring the implementation of the Plan.

The completed Plan will provide a single and consistent message about literacy development that can be widely disseminated by members of the SLT and their affiliate groups. Key groups the State Literacy Team will use for dissemination include: the Superintendents Association, Title I, Massachusetts Reading Association, the College Board, the Massachusetts Departments of Early Education and Care, Elementary and Secondary Education and Higher Education, Massachusetts Community Partnerships for Children, Strategies for Children, Massachusetts Head Start Association, Massachusetts School Library Association, Massachusetts Association of College and University Reading Educators, the Massachusetts Elementary Principals Association, and Reach Out and Read.

Michigan

State Contact: Ruth G. Isaia

Award: \$286,963

Abstract: Michigan has a currently existing State Literacy Leadership Team (SLT) comprised of 86 literacy experts, who represent various offices within the Michigan Department of Education (MDE), as well as local educational agencies (LEA), Intermediate School Districts (ISDs), professional organizations, and other stakeholder groups. SLT members were invited in spring 2010 based on previous involvement with Statewide literacy projects and initiatives and/or by recommendation from their respective organizations. MDE also extended an open invitation to LEA/ISD Superintendents, literacy organization directors, and university department chairs to nominate representatives. Literacy experts represent early childhood and community literacy, early literacy (K-3), adolescent literacy (4-12), adult and higher education, English language learners, and students with disabilities.

The SLT will utilize technology as a tool for communication and inclusive participation. The SLT has established websites for communication and document management to ensure that the geographic diversity of the SLT does not limit regular and frequent collaboration.

At the initial meeting in May 2010, participants met in work groups to begin discussions about literacy goals, methods of instruction, and evaluations for Michigan citizens, cradle through career. Work groups met again to continue the writing of literacy goals, methods of instruction, and measures of evaluation. An initial draft of the Plan will be completed in late fall 2010 and circulated to all members for feedback. Regional teams will also be created. These teams will include a SLT member and local representatives from a variety of stakeholders. Regional teams will be expected to monitor, evaluate, and provide assistance for local literacy educators' implementation of the Plan. Plan implementation will be coordinated with other Statewide initiatives, such as Common Core State Standards instruction, school improvement grants and programs, and teacher certification.

Minnesota

State Contact: Bobbie Burnham

Award: \$150,000

Abstract: Minnesota Department of Education intends on establishing a State Literacy Team (SLT) of 18 experts charged with the work of writing the State Literacy Plan and an advisory team charged with moving the Plan from paper to policy. The advisory team will consist of the Minnesota Commissioner and Deputy Commissioner of Education, legislators, classroom teachers, principals, literacy coaches, superintendents, and representatives from community-based and nonprofit organizations. In the past, Minnesota had the Governor's Council for Reading Excellence and has invited several members of that council to serve on the SLT.

Partners will include the Minnesota Center for Reading Research at the University of Minnesota, and The North Central Comprehensive Center. The partnerships will provide opportunities for collaboration on topics pertinent to the development of the Plan such as English Language Learners, Assessments, Screening & Performance Measurement, Interventions, RTI, Evaluation, Professional Development and Teacher Preparation.

The State has key components of an effective State literacy system outlined. Minnesota will use their partnership with the State implementation and Scaling Up of Evidence-based Practices Center to support implementation over the next two and a half years to ensure the Plan moves from paper to practice.

Mississippi

State Contact: Trecina Green

Award: \$150,000

Abstract: The Mississippi Department of Education (MDE) will establish a 12-member State Literacy Team (SLT) to develop a comprehensive Statewide Literacy Plan to ensure that all literacy instruction from birth to grade 12 is coherent and cohesive. The SLT will include a representative from MDE, 5 higher education members, including 2 reading instructors, local education members, including a literacy coach, principal, curriculum coordinator, and a special education teacher, a Head Start director, and an early childhood mentor. The SLT will meet at least 3 times prior to the February 1, 2011 deadline for submitting draft plans, will continue to meet periodically to evaluate the progress, and serve on subcommittees needed to carry out specific aspects of the Plan. MDE will manage the SLT by coordinating all activities and will retain final decision-making authority.

Missouri

State Contact: Diane Audsley

Award: \$150,000

Abstract: Missouri's State Educational Agency (SEA) is currently in the process of identifying persons to be considered for inclusion on the State Literacy Team (SLT). The SLT will determine the major components needed in a Comprehensive Literacy Plan for Missouri. The writing of the Plan may include a structure similar to the writing of the Common Core State Standards: a development group, a feedback group, and a validation group. Within each group, the SLT will identify focus areas, such as Instruction and Intervention, or Assessment. Interested persons will then be asked to consider each group—and to commit to that group—within each focus area. This process should help the SLT identify those persons with appropriate expertise who are truly able to spend the time needed to develop a Plan that supports and leads literacy education in Missouri. A leader will then be designated for each focus area to monitor group progress and to ensure consistency throughout the document.

All SLT meetings and Literacy Plan content will be led by the SEA's Communication Arts consultant. The person in this position not only leads State standards development, and now the State transition to the Common Core State Standards, but also leads the teams who write assessment items and evaluate content and bias within all State assessments. The Federal Programs Supervisor will ensure that all SLT efforts comply with federal requirements and guidelines.

Montana

State Contact: Kris Goyins

Award: \$150,000

Abstract: The Montana Office of Public Instruction (OPI) plans to establish a State Literacy Team (SLT). Through an application process nominees will describe their expertise in literacy development and education for children from birth through grade 12. The SLT will have at least 11 members, two of which will represent the OPI and specialize in literacy/accreditation. SLT members will not only have expertise in literacy but also to represent the various district sizes in Montana, rural (<50 students), suburban (50-500 students), and urban (>500). All five regions of the State will be represented by members of the SLT. Through the nomination/application process the OPI will also be looking for at least one literacy expert to represent the Montana American Indian population of the State. The State Literacy Team will have two members of the Montana Office of Public Instruction specializing in early childhood literacy/accreditation and K-12 literacy/accreditation.

The State Literacy Team will meet in Helena, Montana to develop the State Literacy Plan. The OPI will send a draft of the Plan out to stakeholders for comment. Upon completion of the Plan, the group will continue to meet no less than quarterly to review the Plan.

Nebraska

State Contact: Donlynn Rice

Award: \$150,000

Abstract: The Nebraska Department of Education will create a 9- to 20-person State Literacy Team (SLT) that will create a comprehensive and coordinated Plan to meet the literacy needs of the learners of Nebraska, from the tiniest tots to college- and career-ready youths.

The Team will be chaired by the Nebraska Department of Education's Director of Language Arts Education. Other members from the Department will represent the areas of Early Childhood, Special Populations, Teacher Licensure and Accreditation, English Language Learners, Statewide Assessment, Special Education, Curriculum and Instruction, Title I, Response to Intervention, Adult Education, and one or more members of the Nebraska State Board of Education. Team members from organizations outside the Department include representatives from the Nebraska State Reading Association, the Nebraska Branch of the International Dyslexic Association, the Nebraska Library Media Association, the Nebraska English and Language Arts Council, Nebraska Educational Service Units (staff development specialists), Nebraska college and university systems, and administrators, curriculum directors, and teachers representing preschool, elementary, middle, and high schools. At least one member will be named from the Title One Committee of Practitioners, the Early Childhood Advisory Committee, at least one identified PLAS School and the AYP Committee to ensure coordination with those efforts already in place.

The Team will first establish a set of criteria for improving student achievement in literacy for Nebraska. This process will take into account current demographics, reading research, and data on the present achievement levels of Nebraska students (including data from the State's newly launched reading and writing assessments NeSA-R and NeSA-W). From these criteria, the Nebraska State Literacy Plan will be developed. This comprehensive Plan will meet the literacy needs of Nebraska learners through a set of specific strategies to help enhance and increase the rigor and effectiveness of literacy development and instruction from pre-kindergarten students through end-of-high school. Special focus will be placed on pre-literacy skills as well as the transitions between pre-school and kindergarten, elementary and middle grades, the middle to high school transition, as well as end-of-high-school transitions to worlds of college and career. Care will be taken to build a Plan that honors the recent Nebraska Kindergarten Position Statement, the new Nebraska Language Arts Standards, as well as the Common Core Language Arts standards which will help to send a unified message about the importance of literacy to Nebraska Schools. The State hopes to have the Team meet a couple of times a year even after the Plan is developed and serve as an advisory body.

Nevada

State Contact: Cindy Sharp

Award: \$150,000

Abstract: Nevada Department of Education (NDE), but will establish a State Literacy Team (SLT) of 20 members. NDE will work with Nevada Literacy office utilizing their existing strategic plan as a foundation. The proposed Comprehensive Statewide Literacy Plan would devote specific attention to literacy for the Nevada birth through grade 12 population and would operate concurrently with other,

established literacy initiatives. The effective functioning of a Statewide planning team will facilitate collaboration among literacy advocates while providing the opportunity to shape and implement an inclusive comprehensive Plan that leverages the resources of the educational community.

The Nevada SLT will be responsible for obtaining technical assistance as needed for completing the Plan, engaging in professional discourse regarding the Plan, assignment of ad-hoc committees, and setting timelines for task completion. The Nevada SLT will work collaboratively to collect and analyze data across programs and grade levels to ensure that a coordinated effort of implementation and evaluation exist. The SLT will disseminate information within the State and nationwide as appropriate.

The Nevada SLT will coordinate its work with other related groups to ensure that the activities of the SLT are shared and promoted throughout the Title I Committee of Practitioners, Title I Directors meetings, Early Childhood Advisory Council, Academic Standards Council, the SCLL, and other related councils as appropriate.

New Hampshire

State Contact: Deb Wiswell

Award: \$150,000

Abstract: The New Hampshire Department of Education has an existing State Literacy Team (SLT). However, in response to the Striving Readers Comprehensive Literacy grant, NH Department of Education has reconvened a SLT, now comprised of some previous members from local districts, higher education, and the research and evaluation communities. New participants with expertise in the literacy of children age birth to five years have also been added.

The Division of Instruction in the NH Department of Education will provide the leadership, oversight, and technical assistance in the revision of a Comprehensive Statewide Literacy Plan. The NH Department of Education will convene the SLT as well as regional focus groups. The SLT will construct and review drafts and meet approximately every six to eight weeks for consultation. The SLT will establish focus groups and subcommittees critical to mapping Statewide implementation for literacy education at every educational stage. Decisions will be made using consensus-building techniques using the Seven Norms of Collaboration. The entire team of contributors and reviewers will have full evaluation opportunities during the development of the final Plan. The SLT will endorse the new Plan.

New Jersey

State Contact: Mary Jane Kurabinski

Award: \$150,000

Abstract: The New Jersey Department of Education (NJDOE) will establish a 9- to 15-member State Literacy Team (SLT) chosen for their varied expertise, their passion for the literacy needs of students, and

their willingness to devote time to develop a Statewide Literacy Plan by February, 2011. In addition, the NJDOE will look to have the SLT remain in an advisory capacity to the State in the implementation of Common Core Standards and the development of ongoing literacy assessments.

New Mexico

State Contact: Sheila Hyde

Award: \$150,000

Abstract: The New Mexico Department of Education will establish an 18-member plus State Literacy Team (SLT) by capitalizing on committees that address literacy issues and/ or minority and special needs populations. The SLT will include representatives from the Early Childhood Advisory Committee, Early Reading First/ Reading First, Early Head Start/ Head Start, Higher Education Task Force, Title I Committee, ELA CCSS Committee, Career and College Ready Task Force, Data Warehouse Council, Race to the Top II Planning Committee, advisory councils for Indian, Hispanic, Bilingual, and Special education, the Teacher Association, and teachers/ PreK teacher mentors. The SLT, facilitated by the State Literacy Coordinator, will coordinate its work with existing advisory councils and committees by aligning the goals related to literacy of the various groups to create a continuum of New Mexico's vision on literacy.

New York

State Contact: Jean C. Stevens

Award: \$642,904

Abstract: The New York State Education Department (NYSED) will create a 20-member Statewide Literacy Team (SLT) to work in concert with NYSED Internal Literacy Workgroup to develop a Comprehensive Literacy Plan to help achieve the goals put forth in recent literacy initiatives in a cohesive, focused manner. SLT members will have diverse expertise and create a Plan that will: address State goals (including a spiraled, sequenced curriculum for new Common Core standards and support of Race to the Top priorities); provide targeted assistance in areas of extreme need/deficiency; inform and make recommendations related to policies, laws and regulations; and compile research and evidence based practices that will provide a framework for Statewide literacy planning. The Internal Literacy Workgroup and the Statewide Literacy Resource Center will facilitate rolling out the Plan Statewide.

North Carolina

State Contact: Cindy W. Bennett

Award: \$193,608

Abstract: The North Carolina Department of Public Instruction will create a 15- 20 person State Literacy Team (SLT) that will build on North Carolina's sustained focus on literacy development and education.

The SLT will include researchers whose scholarship addresses literacy, educators who teach or monitor literacy, and representatives of local and State education agencies, professional organizations, community groups and parents. They are selecting members that will help meet the specific needs of N.C.'s diverse student population, will help identify and align current research-based literacy best practices with the Common Core State Standards and other State standards.

To help with implementation of the Statewide Literacy Plan, all K-12 English Language Arts staff will be members of the SLT. The SLT will use N.C. existing tools that support comprehensive literacy development (such as the State's three-tiered Balanced Assessment System, the Diagnostic Assessment System for reading, the District and School Transformation Division, and the State's Responsiveness to Intervention model) to inform its work and to offer suggestions for improvement to the State.

North Dakota

State Contact: Laurie Matzke

Award: \$150,000

Abstract: The North Dakota Department of Public Instruction (DPI) will use a rubric to screen applications to ensure that the membership of the State Literacy Team (SLT) has expertise in a wide range of areas of literacy development and includes representatives from different agencies and organizations.

The DPI will provide the SLT with training regarding Comprehensive Literacy Plan and expectations, assist in logistics for trainings, timelines and organization, and provide a SLT coordinator. The SLT will provide the DPI with ideas, input, and collaboration. The first training will be on-site at the State Capitol so all SLT members can meet each other. Due to ND's rural nature, many of the meetings will be conducted via phone conference or webinars.

The DPI will coordinate work of the SLT with other related teams, such as Early Childhood Education Taskforce, the Title 1 Committee of Practitioners, and State higher education committees by ensuring that these related teams have representation on the SLT.

Ohio

State Contact: Sandra M. Miller

Award: \$283,852

Abstract: The Ohio Department of Education (ODE) intends on establishing a State Literacy Team (SLT) of approximately 26 representatives that will meet regularly and include a wide variety of stakeholders. The SLT will build on the prior work and success of the Ohio Literacy Initiative and its principles: (1) Learning to read is accomplished through family, school and community partnerships; (2) Learning to read begins in infancy and continues through adulthood; and (3) Schools and districts are accountable for student achievement in reading.

SLT members will be nominated by local leaders and contacted by ODE for a letter of interest detailing their experiences and expertise and a resume. Representatives of Ohio's sixteen State support team geographic regions will be sought. Nominations will be reviewed and candidates selected with the Superintendent's approval. Each member will have demonstrated 1) that they hold the knowledge within the grade cohort and/or discipline and; 2) have proven leadership skills relative to their school, district, community or State profession. The ODE has identified seven ways—ranging from reviewing national core standards to addressing barriers to parental and community involvement—which the SLT will assist ODE in. The SLT will be led by a national expert recognized in the field of early literacy and reading development.

Oklahoma

State Contact: Andrea Wheeler

Award: \$150,000

Abstract: The Oklahoma State Department of Education (SDE) will establish a 23 member State Literacy Team (SLT) by bringing together representatives from different agencies and organizations including the SDE, the University of Oklahoma, the Mid-Continental Comprehensive Center, as well as school districts that have implemented effective literacy programs.

The primary role of the SLT will be to assist the SDE in developing a Comprehensive Literacy Plan. This will be accomplished through researching what components will produce an effective Plan and how the components would best be implemented. The SLT will outline a basic Plan and assign work groups to complete detailed portions. The Plan will be put together as a whole and reviewed by the entire SLT. Once the draft version is complete, the Plan will be reviewed by SDE editing staff and then by the superintendent.

The SLT will be under the guidance of Dr. Cindy Koss, State Assistant Superintendent of Standards and Curriculum. Decisions will be made under the consultation of the SLT. The Early Childhood Advisory Council, the Title 1 Committee of Practitioners, and State higher education committees will be represented on the SLT.

Oregon

State Contact: Julie Anderson

Award: \$150,000

Abstract: Oregon has an established State Literacy Team but intends to reorganize it and retain 13 members whose expertise corresponds to Striving Reader State Literacy Team (SRSLT) criteria. Six educators with Early Childhood expertise will be invited to apply for membership on the SRSLT. Eleven additional educators will be invited to apply for membership. Oregon has a K-12 Literacy Framework that will be rolled out Statewide this fall.

The State identifies thirty-one individuals as members of their SRSLT with expertise and responsibilities of each member defined. With wide stakeholder participation, Oregon's SRSLT will represent views from multiple organizations.

Two Oregon Department of Education (ODE) offices will co-convene the four meetings to write the State Literacy Plan: The Office of Student Learning and Partnerships and the Office of Educational Improvement and Innovation. The Center on Teaching and Learning (CTL) at the University of Oregon will work with the SRSLT to complete the birth to grade 12 Oregon Literacy Plan using a similar process to when the K-12 Literacy Framework was done. CTL will provide the research and materials for members to review and discuss. Members will decide on sections to move forward, and CTL will facilitate the writing of each section of the Plan at the direction of the SRSLT.

Quarterly updates with links to communicate the status of the SRSLT will be sent to other related teams. The update will provide a link to a brief survey where members of each group will be asked to rate the impact of the State Literacy Plan on their own group's work. The survey results will be analyzed, discussed and next steps taken.

Pennsylvania

State Contact: Jo Beth McKee

Award: \$299,851

Abstract: The Pennsylvania Department of Education will establish a 12-person State Literacy Team (SLT) with a guiding principle of advocating for students at-risk for reading failure or delayed literacy development. After careful consideration of the feasibility and research-based evidence regarding effectiveness of strategies, interventions, and instruction, the SLT will make recommendations to the Pennsylvania Department of Education regarding literacy issues.

SLT members will be representative of urban, suburban, and rural communities. They will be recruited from within the State education department, the Office of Child Development and Early Learning, Shippensburg University, Gannon University, the Kindergarten Advisory Committee, the State's Migrant Education Committee, Pennsylvania Training and Technical Assistance Network (PaTTAN), commonwealth professional organizations such as the Keystone State Reading Association, State intermediate units, and practitioners in the field, including teachers, curriculum coordinators, and administrators.

The SLT will inform stakeholders of issues, practices, and policies that impact literacy education across the Commonwealth. A focus of the group will be public awareness of literacy concerns and the resources and supports that are available through Pennsylvania's Standard Aligned System, Resiliency Framework, and Response to Instruction and Intervention program. SLT members will act as liaisons, communicating the comprehensive Plan to their respective affiliations

Puerto Rico

State Contact: Rina M. Gonzalez

Award: \$281,873

Abstract: The Puerto Rico Department of Education will establish a 9-member Puerto Rico Literacy Team to design a Comprehensive Literacy Plan. The Team will be made up of 4 members from the Department of Education, 3 from Institutions of Higher Education and the Research Community, and at least 2 from the Governor's Early Childhood Advisory Council. The Team will be under the leadership of the English Program Director. The Comprehensive Literacy Plan will address: literacy needs of children birth through grade 12; improving alignment and transition between grades; and key components to strengthen delivery of literacy instruction such as clear standards, system of assessments to inform instruction, guidance on the selection and use of curriculum and interventions, teacher preparation, professional development, system of data collection, evaluation, and program accountability.

Rhode Island

State Contact: Diane S. Girard

Award: \$150,000

Abstract: The Rhode Island Department of Education (RIDE) does not currently have a State Literacy Team (SLT) in place. A SLT will be established by working in consultation with existing State literacy teams, LEAs, appropriate State agencies, higher education, educational partners and organizations, as well as various people throughout the divisions.

The SLT along with the RIDE, under the direction of the SLT Coordinator, will develop the State Literacy Plan. This Plan will be built upon a solid foundation of the core documents that currently exist within Rhode Island. The SLT coordinator will be responsible for managing all SLT meetings and activities related to the development of the State's comprehensive Plan. The SLT will convene once a month (or as needed) until completion of the draft. Upon completion of the draft, the SLT will continue to meet quarterly.

Decisions will be made by consensus with the members of the SLT. When consensus is not achieved, decisions will be resolved by the RIDE in consultation with the SLT coordinator. RIDE will coordinate the work of the SLT with their educational partners, by including appropriate representatives of these key teams within the SLT.

South Carolina

State Contact: Pam Wills

Award: \$150,000

Abstract: In March, 2010, the South Carolina Department of Education (SCDE) assembled a group of literacy leaders across the State to begin the process of developing a framework regarding comprehensive (birth to grade 12) literacy instruction. Members were selected based on their areas of expertise, current level of professional responsibility, involvement in previous and current SCDE initiatives, and geographic and demographic diversity. The panel was divided into four subgroups including grades P-3, grades 4–8, grades 9-12, and professional development. This group, called the Literacy SC Panel, is currently comprised of 35 educators, includes State Board of Education members, K–12 teachers, higher education representatives, content-area teachers, literacy coaches, administrators, and district-level personnel with responsibilities relating to literacy instruction, program implementation and evaluation.

To create a State Literacy Team (SLT), the SCDE will invite the existing Literacy SC Panel members as well as additional members invited from other areas and literacy specialties. The SLT will have varied and diverse expertise in literacy development and instruction for children ranging from birth through grade 12. Members will represent all grade levels, early childhood education, adult education, research, higher education, children with disabilities, English as a Second or Other Language, community-based organizations, family literacy service providers, and child-services agencies with birth-to-school entry expertise.

SLT members will elect a chair who will report (as chair) directly to the State Superintendent of Education. SCDE staff will facilitate the work of the SLT by providing access to internal information or personnel, serving on work teams, and ensuring continuous feedback channels between the SLT and SCDE staff. Information will be communicated on a regular basis with other related teams, such as the Early Childhood Council, the Title I team, and higher education committees. The monthly Deputies and Directors meeting will also include progress updates and requests for “technical expertise” (such as the Director of Communications working with the Communications Plan) to help ensure progress and effective collaboration

Tennessee

State Contact: James Herman

Award: \$150,000

Abstract: The Tennessee Department of Education Plans to establish a 17-person State Literacy Team (SLT) made up of members who represent all areas of literacy, including: parents, Early Childhood Education, Grades K-5, Grades 6-8, and Grades 9-12, as well as Adult Education, English Language Learners, Career and Technical Education, Special Education, Business Roundtable, Institutes of Higher Education, Special Education, business roundtable, Institutes of Higher Education, the Dyslexia Center of Middle Tennessee State University, an LEA literacy coach, a K-12 LEA Reading Coordinator, Federal programs, Charter Schools, Accountability, Assessment, an outside research organization, First to the Top, and the Governor’s office.

James Herman, will act as the SLT lead. He will coordinate and direct all SRCL State Literacy Team meetings. Decisions will be made by consensus after open discussion and careful consideration of the

issues. SLT members will be responsible for writing various section of the literacy Plan and will be instructed to keep their respective bureaus and teams apprised of the progress of the Plan.

Texas

State Contact: Kathy Stewart

Award: \$697,544

Abstract: The Texas Education Agency (TEA) will institute a State Literacy Team (SLT) to include representatives from State agencies, Statewide literacy initiatives, the literacy research community, and Local Education Agencies (LEAs). The State Literacy Team will serve as the expert advisory panel for Statewide literacy initiatives for children age zero through high school graduation. The TEA will review existing national, Statewide, and local initiatives related to literacy that serve children age zero through high school graduation. The review will include current State initiatives like the Texas Adolescent Literacy Academies (TALA) and the Texas Reading Initiative, evidence-based best practices supported by the research community, early childhood reading initiatives, writing initiatives and literacy initiatives promoted by educational associations, and parent and family-outreach organizations. Groups will be identified and individuals from those groups (research institutions, educational associations, LEAs and universities) will be selected via nomination and approval. Each potential candidate will be screened and evaluated in terms of expertise and breadth of coverage from age zero through high school, as well as for depth in terms of types of services and audiences served by their representative work. Potential gaps in age ranges or services will be noted and possible initiatives or members will be identified to bridge the gaps to provide a comprehensive SLT tasked with addressing literacy from age zero to high school graduation.

The TEA has a well-established history of working with higher education through The Higher Education Coordinating Board and institutions of higher education, including the Higher Education Reading Collaborative through the Texas Reading First Initiative. Additionally, the TEA has worked with its nationally recognized research community on Statewide literacy initiatives since the mid-1990s, continuing through the present, including the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk at the University of Texas at Austin, the Children's Learning Institute at the University of Texas Health Science Center at Houston, and the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston. In addition, TEA will seek recommendations from appropriate Statewide initiatives for representatives of local education agencies (LEAs) whose data reflect significant gains in student achievement and closing the achievement gap to serve on the SLT.

The SLT will review State Literacy Plan drafts to ensure that identified goals and incremental actions are clearly articulated for a long-term literacy Plan; action steps and timelines are in place to achieve the identified goals; all elements of the Plan are coherent, scalable and sustainable; advice/feedback is provided to the individual writing work groups; and the most current literacy research is accessed and

utilized. Once the State Literacy Plan is developed, a critical function of the State Literacy Team will be to communicate the State Literacy Plan to Texas stakeholders including policymakers and parents/guardians.

Utah

State Contact: [Reed F. Spencer](#)

Award: \$150,000

Abstract: Utah has three literacy groups that meet regularly that include a variety of stakeholders. Utah will transition to a State Literacy Team (SLT) with the goal of aligning its existing core standards to the new common core standards. The 17 members of the new Utah State Literacy Team will be selected and approved by the Utah State Office of Education. Members of the SLT will include six Utah State Office of Education personnel; two university professors; two district literacy directors; five school level leadership members; the Utah Parent Teacher Association (PTA) representative, and the Executive Director of the Governor's Commission on Literacy. Functions of the SLT include leadership and accountability; timeline; and collaboration and networking with the end goal being a transition State Literacy Plan submitted to the U.S. Department of Education by February 1, 2011. The transition plan will include professional development critical for the State to follow as it transitions from the existing core to the common core. The Utah State Board of Education will make final decisions regarding Plans and recommendations presented by the SLT. The collaboration and networking committee of the SLT plans to meet regularly with the English Language Arts Common Core Task Force and Working Committees during regularly scheduled meetings to development a transition plan as it moves from the existing core to the common core.

Vermont

State Contact: Gail Taylor

Award: \$150,000

Abstract: The Vermont Department of Education (VTDOE) will build on past literacy efforts and establish a 14-member plus State Literacy Team (SLT) to develop a State Literacy Plan that will inform decisions about future work and resource allocation at VTDOE and with external partners. The SLT will be lead by three key VTDOE early education staff, representatives from Vermont's Standards Boards and Council of Teacher Educators, Vermont Reads, districts/ schools, Stern Center for Language and Learning, Higher Education faculty, and college/ university faculty. In addition, the SLT and VTDOE will collaborate with the State-mandated Building Futures State Council committee, which is charged to report on the State of early childhood in Vermont, and countless other partner organizations. The Comprehensive Plan will include an assessment of the elements of a pre-existing Plan and identification of additional essential elements to address the needs of students birth through grade 12. Additionally, the SLT will make connections between the Plan and the Vermont State Boards of Education's strategic plan, Common Core transition/ assessment, and the development of a Statewide System of Support.

Virginia

State Contact: Kendall Hunt

Award: \$150,000

Abstract: The Virginia Department of Education (VDE) does not currently have a State Literacy Team (SLT) but over the past decade the State has impaneled various coordinating and advisory groups to provide direction and expertise to its reading and writing initiatives. The Team's 20 members will be formed from four essential constituencies: (1) Past and current State literacy-related leadership and advisory team members for Virginia school divisions, higher education, and public agencies; (2) Higher education faculty with literacy leadership, research, and/or evaluation expertise; (3) VDE staff members representing a spectrum of areas involved with literacy and children; and (4) Additional and emerging State literacy leaders and contributors whom VDE considers important to the work of the Team.

The State's advisory group will consist of the superintendent of public instruction; the assistant superintendent for instruction; and the director of the office of standards, curriculum, and instruction. The Virginia SLT will draw members from a cadre of higher education faculty who've assisted with Virginia's recent literacy initiatives. Members for the Virginia SLT will also be drawn from across offices and divisions of the VDE as well as from emerging literacy experts, teachers, and local program leaders.

The SLT will view and analyze recent literacy initiatives, recommend future directs for the Commonwealth and provide feedback and amendments as the State Literacy Plan is carried out. Tracy Robertson, the Department's English coordinator, and Kendall Hunt, the Department's Striving Readers grant specialist, will serve as co-chairpersons. The SLT will coordinate with key partners, agencies and standing groups such as the Head Start Collaboration Coordinator, staff from the Office of Early Childhood Development, and staff from two-and four-year higher education councils.

Washington

State Contact: Cheryl A. Young

Award: \$150,000

Abstract: Washington's Office of Superintendent of Public Instruction (OSPI) will establish a new State Literacy Team composed of members defined as experts in the area of birth to grade 12 literacy nominated by State and regional education and literacy organizations. OSPI will reach out to the Washington Education Coordinating Council, a representative group of educational stakeholders is comprised of all education associations, high education, the State teacher's union, the State Board of Education, private education partners, and school district representatives, to make sure these agencies and organizations are represented on the SLT. A selection committee will review nominations and select a Team not to exceed 25 members.

A nationally renowned researcher in the area of literacy will be collaborated with and contracted with to help develop and write the State Literacy Plan. The Plan will have Washington's previously published, research-based State documents and guidelines (such as the Washington State K-12 Reading Model, Washington's Early Learning and Development Benchmarks, and OSPI-developed Writing Modules) as a foundation. The SLT will provide Statewide guidance and support for implementation of the Plan. All SLT members must commit to six, full-day meetings, and contribute 30-40 hours outside time each year for a two-year rotation. OSPI will hire an external consultant to co-facilitate the SLT. Management and decisions will follow a "collaborative governance" model which several others of the State's initiatives are based on.

West Virginia

State Contact: Phyllis Veith

Award: \$150,000

Abstract: The West Virginia State Department of Education will create a 9-person State Literacy Team (SLT) who will use their expertise and connections with different agencies to develop a framework and processes for implementing a Statewide Comprehensive Literacy Plan. The SLT's responsibility is two-fold: to assist in developing and implementing a Plan; and to communicate the Plan to all stakeholders.

The STL will form hub supporting the work of flexible teams (work groups organized around the components of the Plan that will extend the reach of the SLT and encompass a broader network of stakeholders with literacy expertise thereby leading to widespread ownership and commitment to a common vision of high expectation for literacy in West Virginia).

SLT members will initially help design the framework for the Comprehensive Literacy Plan. Then they will configure smaller flexible groups of stakeholders to research and establish the content of the components relevant to their area of expertise. This content will then be brought back to the SLT for inclusion in the development of the Comprehensive Literacy Plan.

Wisconsin

State Contact: Rebecca Vail

Award: \$150,000

Abstract: The Wisconsin Department of Public Instruction (WDPI) has established a committee to provide recommendations for State Literacy Team (SLT) members based on reading expertise, literacy leadership, and experience with the application criteria. The State Superintendent will have final approval of all SLT members.

All SLT members will be selected based on different combinations of: leadership roles in a State, national, or international literacy organizations; advanced degrees in literacy or a literacy-related field; a minimum

of five years experience in the field of literacy; and knowledge of best practices grounded in scientifically-based and evidence-based literacy research. WDPI is committed to culturally responsive literacy instruction and Response to Intervention.

The SLT have two co-chairs: (1) WDPI member of the State Superintendent's Cabinet and (2) an external literacy expert. Decisions will be made by consensus as much as possible, but by voting if necessary, with all SLT members having full and equal voting rights. The SLT will continue collaborating during the implementation period and meet to assess the implementation of the Plan and recommend adjustments to the State Superintendent. In addition, the SLT will be asked to serve as liaison regarding the Plan with professional organizations and critical stakeholders.

Wyoming

State Contact: Lynda Collins

Award: \$150,000

Abstract: The Wyoming Department of Education (WDE) created a State Literacy Team (SLT) ensuring that members were from small as well as large districts and that there was a geographical balance. The SLT includes WDE staff specializing in various facets of literacy program management, instructors and researchers from the University of Wyoming, the chairperson from the Early Childhood Advisory Council, a representative from the public library system, school district representatives, and a member of the Title I Committee of Practitioners. SLT members will be expected to bring input from the groups they represent and also to communicate the purpose and work of the SLT with their respective committees and organizations.

The SLT will meet on a monthly basis beginning in October to provide input on the development of the Comprehensive Literacy Plan. Face-to-face meetings will be scheduled as well as sessions using alternate delivery systems including webinars and video conferencing. An implementation plan to ensure high-quality instruction in reading and writing from birth to grade 12 will be part of the work of the SLT. A national literacy expert will be brought in to provide additional input and guidance for the State Literacy Team. Decisions will be made using a consensus-based model and WDE has developed a SLT charter with information on the SLT purpose, expected activities, and measures of success.

****Note: Delaware, Hawaii, Maryland, and South Dakota declined participation in the SRCL formula grant program***