

CATE Board Reports DECEMBER 2021

Greg Johnson, Past President	
Robb Polski, Incoming President	<p>December 2021 Board Report President</p> <p>Since September, I have had various virtual meetings and conversations with Denise Mikkonen to discuss CATE finances, helping locals, and health of bank and investment accounts. I worked the "President's Perspective" for the next issues of <i>California English</i> and discussed membership retainment with Carol Jago. I worked with Greg Johnson (past president) and Sommer Iamele (vice president) discussing scheduling and concerns surrounding upcoming elections, awards, meetings and hotel arrangements and contracts.</p> <p>Locally, I have meet with Julie Burnett's and KCTE local members to go over plans and assignments for the 2022 Long Beach convention in Feb. I also attended monthly KHSTA meeting as our school's site repetitive.</p> <p>Respectfully submitted,</p> <p>Robb Polski, President of the California Association of Teachers of English</p>
Denise Mikkonen, Treasurer	<p>Since our last meeting in September, I have communicated with Robb, Sommer, and Greg about all things financial. I have worked with our CPA gathering the necessary items to close our fiscal year and generate our 1099s, filed and paid our taxes and non-profit status fees. I have attended the board advisory meeting via zoom.</p> <p>I continue to keep our expenses current, update, and code all expenses in Quicken, issue checks, update deposits for membership, and pay all outstanding invoices.</p> <p>I am teaching a straight 5th this year, regular day on campus. I have a student teacher and 9 students new to our school. We just completed trimester one, I had the opportunity with conference with my students along with their parents in person. It was so great to meet everyone face to face.</p> <p>Sincerely, Denise Mikkonen Stone Ranch Elementary School</p>
Sommer Iamele, Vice President	
Carole LeCren, Secretary	<p>Carole LeCren, CATE Secretary:</p> <p>Since September, I have created and pushed out the CATE Creative Writing Contest flyer, worked with Carol Jago on advertising the CATE 2022 Convention and membership renewal in California English, taken over Bill Foreman's role as Program/Session Chair for CATE 2022 (which means contacting all the Call for Presenters to verify they still wanted to present in person in Long Beach and reminding them they have to sign up as an attendee at the convention), and will by the end of this week have placed presenters on their presentation days (and sent confirmations to those who have been chosen to present). I have also been working with Cindy, our webmaster, to continue to update CATEweb. I still have as a long range goal to reorganize the CATE policies.</p> <p>This year I'm teaching 60% (three classes: one sophomore, one senior, and one yearbook), but have found I'm at school for most of the day anyway. I plan to retire from the district in June.</p>
Angus Dunstan, Capitol Rep	<p>Very little to report.</p> <p>Several Capitol members attended, virtually, A Date with Cate. Capitol continues to be well represented on the CATE Board by Secondary Member at Large Rebecca Detrick and by CATE convention co-coordinator Annie Gervais.</p>
Susan Dillon, Central Rep	<p>I regret I had to miss the September board meeting, but it could not be helped after the date was changed. Thanks to all who carried on.</p> <p>CCCTE held a planning meeting in September. We knew we had to cancel our fall event due to the Delta variant, but we look forward to helping the Dickens Universe with their April 2022 event. We also met with two new board members, both very interested in serving on the executive board.</p> <p>I continue to work with ELA teachers in our feeder schools. They are delightful and their enthusiasm keeps me energized as I mark year 39 in secondary education. I had the good fortune to spend an evening with my former and favorite high school English teacher during Thanksgiving break. Sr. Eileen Gannon, OP, continues to teach, lead, and inspire. She gave me a list of books to read along with a deadline! Some things never change, and, for that, I am grateful.</p> <p>Respectfully submitted, Susan Dillon</p>
Janina Schulz, FACET Rep	<p>FACET Board Report:</p> <p>Since September FACET board has met a couple of times. We decided on an elementary school teacher to nominate for the Classroom Excellence Award and gathered letters of support for that teacher. We brainstormed ideas for CATE Conference promotion and a winter or spring event for our council, however many board members are not able to commit time right now to FACET so we are not very active at the moment.</p> <p>I have continued to post on Facebook for CATE. I slowed down in October because work and life were very busy, but I picked up the pace to post for NCTE and to promote speakers who will be at CATE. Anything that anyone wants posted can always be sent to me and I will post on Facebook. I haven't updated my log of posts I keep on Google docs, but you can go to Facebook to scroll through the posts I have done from September through December. We get the most foot traffic when people share our posts, so please keep sharing! My post on a quote from Carol Jago got a lot of shares and a lot of engagements ☺</p> <p>I submitted my application to Indiana University to get my EdD in Literacy, Language, and Culture. I hope to hear in April if I have</p>

	<p>been accepted to the program. If I am accepted, I will be starting that program in the fall of 2022. I will be stepping down as President of FACET at the end of this school year. I have been asking all FACET board members who wants to step into the role and so far no one has accepted. Regardless of anyone accepting, I will still have to step down as I will not be able to do the job while attending school and working full time. Please take my name off the ballot for the 2022-2023 school year. At this time, we do not have a name to submit for FACET president.</p> <p>Janina Schulz, MA, NBCT AP and Advanced Courses Instructional Coordinator AP Language Teacher Yearbook Adviser Edison High School</p>
Gina Vattuone, GSDCTE Rep	<p>GSDCTE December 2021 - No changes since September.</p>
Kim Flachmann, Kern Rep	<p>CATE: KERN COUNCIL Dec 2021</p> <p>Meetings We are planning our fall Kern County meeting for December 2021: hors d'oeuvres, book exchange, business meeting</p> <p>Membership Drives Emails sent to all local members with membership information and guidelines/deadlines for submissions to <i>California English</i></p> <p>Kern Community Response to COVID Conversion of several ERWC modules to Canvas for use by our high school English teachers</p> <p>One Book/One Bakersfield Presentation by One Book Author at CSUB: <i>A Dream Called Home</i> by Reyna Grande Cash awards for high school and college essay contest on One Book prompt</p> <p>Book Club Meetings [Sept 2015: <i>The International Bank of Bob</i> by Bob Harris (One Book/One Bakersfield)] [Dec 2015: <i>Go Set a Watchman</i> by Harper Lee] [Mar 2016: <i>The Girl on the Train</i> by Paula Hawkins] [May 2016: Book Club, <i>Reading Lolita in Tehran</i> by Azar Nafisi] [October 2016: <i>The Big Thirst</i> by Charles Fishman (One Book/One Bakersfield)] [Nov 2016: <i>Deep Down Dark: The Untold Stories of 33 Men Buried in a Chilean Mine and the Miracle That Set Them Free</i> by Hector Tober] [May 2017: <i>Mr. Penumbra's 24-Hour Bookstore</i> by Robin Sloan] [Sept 2017: <i>\$2.00 a Day</i> by Kathryn Edin and H. Luke Shaefer] [Dec 2017: <i>The 100-Year-Old Man Who Climbed Out the Window and Disappeared</i> by Jonas Jonasson and Rob Bradbury] [Oct 2018: <i>Incarceration Nations</i> by Baz Dreisinger (One Book, One Bakersfield)] [Nov 2018: <i>There There</i> by Tommy Orange] [April 2019: <i>The Malta Exchange</i> by Steve Berry] [Sept 2019: <i>Florida</i> by Lauren Groff] [Oct 2019: <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba (One Book, One Bakersfield)] [Nov 2019: <i>With the Fire on High</i> by Elizabeth Acevedo] [Dec 2019: free choice; sell your book] [Jan 2020: <i>The Grammarians</i> by Cathleen Schine] [May 2020: <i>The Glass Hotel</i> by Emily St. John Mandel] [July 2020: <i>This Tender Land</i> by William Kent Krueger] [October 2020: <i>Broad Band</i> by Claire Evans] Nov 2021: <i>A Dream Called Home</i> by Reyna Grande (One Book, One Bakersfield)</p> <p>Essay Contests On-going in the schools all year</p> <p>Routine Recruitment Summer: Email to members we lost</p> <p>Kern Online Presence KERN CATE: https://www.youtube.com/watch?v=LKDtH2kbjQ https://www.youtube.com/watch?v=KBtZl39Zmy4 Facebook Presence</p> <p>Submitted by Kim Flachmann President of Kern Council</p>
Vicki Kurtz, Redwood Rep	<p>The year 2021 was difficult and not very eventful for Redwood. However, Redwood has been busy this fall. We have had three productive Zoom meetings in which we have: chosen an outstanding local middle school teacher for the Classroom Excellence Award; contacted a local Native artist to send artwork to be included in <i>California English</i>; gained several new members and increased our renewal numbers. We have a new Writing Contest coordinator, Sarah Ben-Zvi, and our Redwood Writing Project Director, Nicolette Armann, is bringing five people to the convention. We also made contact with a local teacher who has opened a Writing Center and encouraged her to join CATE.</p> <p>Personally, I am mentoring an Early Career Teacher via Zoom, through the Carlston Family Foundation's Teacher Leadership Academy. I recently attended the Carlston Family Foundation Symposium where outstanding teacher-leaders presented on topics such as: "Parent Engagement," "Actions Anti-Racist Educators Must Take," and "Engagement Strategies." Being with such an</p>

	enthusiastic and prestigious group is always uplifting and rewarding.
Jennifer Silver, Southland Rep	<p>Jennifer Silver, Southland President:</p> <p>Southland (SCTE) has been concentrating most of our local efforts on forging a partnership with the L.A. Conservancy. To that end, I helped coordinate, with SCTE Vice President Kylowna Moton, a successful women's history walking tour around Chinatown and Union Station. It was a delightful way to spend an afternoon. In the coming weeks, we are launching our winter/spring initiatives, primarily in the service of curating book lists with the Conservancy and creating supplementary classroom resources.</p> <p>Professionally outside of SCTE/CATE, I love my dual role as humanities faculty and the director of our school's writing center. Vistamar Writing Center staff is expanding to create and film mini-lessons to address common writing concerns across the curriculum.</p> <p>Mrs. Jennifer Silver Humanities Faculty Vistamar School President, Southland Council of Teachers of English</p>
Carol Surabian, TUCATE Rep	<p>TUCATE report</p> <p>TUCATE is still in a state of reorganization. Working with teachers in the classroom has shown just how stressed out they are during this year. They are reluctant to add one more thing to their calendar. I hope to have someone in the near future who will take on the mantle of leadership. CATE and TUCATE can be instrumental in furthering development of good teaching practices.</p> <p>I look forward to seeing everyone at the convention in February.</p> <p>Carol Surabian TUCATE representative</p>
Jori Krulder, Upper Rep	<p>CATE Upper Council 2021 End of the Year Report</p> <ul style="list-style-type: none"> • With 6 of my former students, I published a piece in the September issue of California English Journal on "What I Wish My Teacher Knew: Student Voice as a Catalyst for Anti-Racist Change" • Led multiple Paradise Unified School district wide books clubs, focused on Anti-racist teaching and Choice Reading • Leading a group at my school for the NorCal Educational Leadership Consortium in a project to support teacher and staff social emotional needs at Paradise High School. • Leading a group of teachers in my English department in a project to tap into student voice in the Rural Schools Collaborative grant • Working with our district's Social Justice committee to address inequities in our district and community • Planning to present on #teachlivingpoets for CATE 2022 <p>I will miss seeing you all in Long Beach this weekend, but hope to see you in February!</p> <p>Jori</p>
Julie Burnett, MAL Elementary	<p>Board Report</p> <p>Julie Burnett MAL - Elementary December 2021</p> <p>Since our last board meeting I have been working on the CATE 2022 Convention. The local committee met in November and they are hard at work. The larger convention committee will meet later in December.</p> <p>I have been trying to work with the CYRM Young Adult Medal winner Wendy Mills' publisher, Bloomsbury, but they are unwilling to invite or send her to the convention. I have been in close contact with Jennifer Silver and Annie Gervais, and they have been a huge support as I transitioned from co-chair to chair.</p> <p>I will be asking Board members to help me collect thank you notes to be distributed to conference attendees. I have prepared a sample lesson plan which I will email-but no lesson plan is really necessary.</p> <p>I continue to pursue my CA teaching credential (Single Subject - English) from the state credentialing board. I take the CTEL exams in early February, and once those results are recorded, I will apply again to add the single subject authorization to my multiple subject preliminary credential. Additionally, I am in the Early Completion Option to clear my credentials through the Kern High School District. This has been an expensive and time consuming project spanning three years.</p> <p>Additionally, I am teaching English 9, 11 Honors, 12, and Dual Enrollment for KHSD, and I am teaching two sections of freshman composition at CSUB this semester.</p>
Carol Battle, MAL Middle	
Rebecca Detrick MAL Secondary	<p>Secondary MAL – Rebecca Detrick – December/Annual Board Report</p> <ul style="list-style-type: none"> - Attended Date with CATE and enjoyed live-tweeting the event and engaging in the collaborative nature -even virtually - of the event which was inspired by it's fabulous presenters. - In March, I met with fellow Social Media leader, Janina Schulz, to discuss the twitter, instagram, and facebook platforms and the presence and followers CATE might engage through each. - In April I continued to support CYRM (slightly) in the obtaining of online votes and more fully passed those duties on to the now current CYRM members. - May – August – occasionally posting/reposting via CATE_California Twitter

- September - missed board meeting as it was rescheduled during a previously booked date.

-October/November Submitted proposal to host a session at CATE on writing and teaching out of Philosophy of Education (accepted)/ penned proposed session for CYRM

2021-22 school year began with enthusiasm and ability to meet and offer in-person instruction and events for students. Rebecca had the opportunity to lead and teach a Writing Intensive with three other teachers across the Charter Institute, providing online, twice a week intensive writing instruction classes to struggling writers in 4th – 8th grade. She has just recently completed a month of NaNoWriMo writing and group facilitation with writers in 3rd – 12th grade from Sutter Peak Charter Academy – encouraging and instructing young writers. While no longer a part of CYRM committee, Rebecca has extended the “Battle of the Books” to her own school and has created a way to students across grade levels to engage in reading the CYRM nominated titles in order to prepare for the April 1 vote. Sutter Peak Charter has been hugely encouraging and willing to cover the costs of Literacy based groups and instruction as mentioned above.

Mark Olsen, MAL
Secondary

April Parker, MAL
Unspecified

Bill Foreman, MAL
Small Council

Kylowna Moton, MAL
College

Board Report: MAL College

- I attended virtual NCTE, saw great speakers! Sessions were inspirational.
- Attend virtual planning meeting for the Standing Committee on Global Citizenship, where I have extended my tenure for one year (so far)
- In October, SCTE partnered with the Los Angeles Conservancy to offer a walking tour for teachers (A Woman's Place-- Union Station and Chinatown); we hope to grow our partnership in the coming years. We are making plans.
- I continue to work on a writing project with NCTE colleagues about Decolonizing the classroom
- I was interviewed about Global Citizenship for the Council Chronicle, and that issue came out in Sept/Oct.

I think that's it...
Kylowna

Liz McAninch, MAL
Unspecified

MAL UNSPECIFIED REPORT – DECEMBER 2021
I attended Central Council’s September Zoom meeting. As a result of our Zoom session with Marty Brandt in May, we gained two new Council members at that meeting. I will be Central Council’s Writing Coordinator in the spring. Central President Susan Dillon reported on work in place for CATE 2023.

I also have attended two Zoom meetings of the Curricular Study Commission since September. Plans are in place for an October 2022 conference, *De-Colonizing Curriculums*, with Jamila Lyiscott as the keynote speaker. CSC is still seeking Resource people for the sessions.

Submitted by Liz McAninch

Joan Williams,
Membership

**CATE MEMBERSHIP REPORT
December 2021**

# COUNCIL	12/19	2/20	5/20	9/20	12/20	2/21	5/21	9/21	12/21	+/-
1 Redwood	19	14	17	17	17	17	18	11	17	+6
2 Upper	16	7	19	20	18	18	18	7	8	+1
3 Capital	112	38	55	55	56	57	60	16	24	+8
4 Central 314	186	230	222	240	242	244	73	78	+5	
5 Fresno	57	20	54	58	57	58	58	10	12	+2
6 TUCATE	17	8	16	17	19	19	19	7	7	--
7 Kern	221	166	161	161	163	167	168	47	51	+4
8 Southland	337	174	555	544	559	561	571	114	148	+34
9 San Diego	64	54	64	59	63	65	66	48	47	-1
50 Out-of-state	23	13	23	23	26	28	12	13	+1	
55 Libraries	12	10	10	10	10	10	7	7	7	--
99 Comps 1	1	1	1	1	1	1	1	1	--	
TOTAL	1193	691	1205	1187	1229	1244	1258	353	413	+60

I continue to encourage and remind members to renew their memberships. While membership numbers are increasing, we still lag far behind our pre-pandemic numbers.

Steps that have been taken to promote membership are as follows:

1. Card and letter reminders were sent out to all members who had not renewed by the end of October.
2. Social media posted a reminder as well as the opportunity to win free registration for the convention. This information was also posted on the website.
3. California English promoted the need to renew in order to keep receiving the magazine and also announced the drawing after December 15 for 3 free memberships. In addition, the President’s message promoted the value of membership in CATE as their professional organization.
4. Precision sent an email reminder note last week to members who have not renewed, simply reminding them of the

	<p>last chance to be entered into the drawing for free registration for convention.</p> <p>Reminder to board members to request membership information from _____ Membership Chair, not directly from Precision.</p> <p>Membership in both CATE and NCTE is required for service on the CATE Board. NCTE recently sent a list of current members who need to join NCTE in _____ order to honor our affiliate status. Please check with me regarding your status so that we can retain our affiliate designation in good standing.</p> <p>Working with Redwood Council President on some local CATE awards and _____ writing contest.</p> <p>Coordinator for the Humboldt County Children’s Author Festival and volunteering as a composition reader for local middle school students.</p>
<p>Annie Gervais and Jennifer Silver, Co-Convention Coordinator</p>	<p>On September 11th, 2021, Annie and her husband traveled to Long Beach to meet with the hotel and with Jennifer. We walked all of the spaces and took measurements of the exhibit hall.</p> <p>In the week following, the exhibit hall drawing and measurements were not sufficient to accommodate for Curtin’s and EventPower’s needs, and so a team was sent by Curtin to take the measurements themselves in early October. After this, the layouts for the exhibit hall and exhibitor booths in the hallways were set and EventPower’s team began selling booths.</p> <p>On November 17th, Jennifer and Annie met virtually with Kate Coelin from EventPower and Cindy Conlin to discuss details of registration, on-site plans and COVID-19 Protocols.</p> <p>Jennifer and Annie would like to request that board members bring new or gently used teacher books for the new teacher’s booth to the convention.</p> <p>We will be asking board members to:</p> <ul style="list-style-type: none"> • Sign up for coverage hours for convention in the next meeting, so be thinking about where you would like to spend your time. This is in addition to the expectation that all board members will be available to help stuff bags on Thursday night. • Arrange with a roommate (or not) for accommodations during the convention during this meeting. • Approve approximately \$3000 in security for the overnight hours for the registration area where the EventPower computers. • Approve the “CATE Security” for two spouses to be present at the cost of half a room night each for the days of the convention. <p>Current issues at hand:</p> <ul style="list-style-type: none"> • Mrs. Nelson’s has been sold, and so we need to find a bookstore ASAP. Michelle has been working with us on the details of that, but we have no leads to go on. Local Long Beach store? • The Pre-Convention Meeting needs to be scheduled and the following people will be needed to attend at approximately 4 pm on Wednesday the 23rd: <ul style="list-style-type: none"> ○ Jennifer and Annie ○ President ○ Treasurer ○ CWP Representative ○ Julie • In the coming month, the board can expect that Jennifer, Annie, and Julie will be arranging for lanyards, badge holders (per EP Specifications), and Bags, which may or may not come at an expense. <p>In the near future:</p> <ul style="list-style-type: none"> • Prior to Christmas Break (in the next two weeks!) <ul style="list-style-type: none"> ○ A replacement speaker for Wendy Mills needs to be under contract.
<p>Karen Ridley Liaison CTA</p>	
<p>Bill Younglove, Liaison Common Core Consultant</p>	
<p>Gale Caswell, CETA Liaison</p>	
<p>Tim Dewar, Liaison CWP</p>	<p>CWP Liaison Report, December 2021</p> <p>The California Writing Project continues to plan for the James Gray Memorial Preconvention in February 2022. Our keynote speaker will be Antero Garcia, author of multiple books, including his most recent <i>Everyday Advocacy</i> with Cathy Fleischer, and <i>Compose Our World</i> with Alison G. Boardman, Bridget Dalston, Joseph L. Polman, and Richard Beach (Note this is a change from our previous announcement of Felica Chavez). Our theme is Writing California’s Future: Be the Change.</p> <p>CWP Regional sites continue to offer a variety of programs for teachers in all grade levels. Many sites have been particularly working to support teacher-writers to share with the public views from inside today’s classroom. This has led to a number of articles in <i>California English</i>, including a response article authored by the CWP Executive Board. We are grateful for the opportunity to speak to the CATE community about the power of Writing Project work and more generally for the venue for teachers’ voices that is <i>California English</i>.</p> <p>Humbly submitted, Tim Dewar</p>

CWP Executive Director
UCSB

Jennifer Howerter,
Liaison CDE

**California Department of Education
Educator Excellence and Equity Division Update
California Association of Teachers of English
December 4, 2021**

State Superintendent of Public Instruction Literacy Campaign

Last month, State Superintendent of Public Instruction (SSPI) Tony Thurmond launched a campaign to ensure that every California student will learn to read by third grade by the year 2026. The effort will also include a biliteracy milestone for dual-language learners. SSPI Thurmond recently announced task force co-chairs who will bring together practitioners, advocates, researchers, foundation partners, thought leaders, students, parents, and other experts to identify key strategies for advancing this goal. As part of the vision, SSPI Thurmond also called for efforts to get one million books in the hands of students and families. Press releases — [State Superintendent to Ensure California Students to Read by Third Grade](#), [SPI Names Statewide Literacy Task Force Co-Chairs](#), [SPI Announces Effort to Provide One Million Books as Part of Statewide Literacy Campaign](#) — are available on the California Department of Education (CDE) website. Organizations or individuals interested in learning more or who wish to take part in the statewide literacy and book donation effort should email statewideliteracycampaign@cde.ca.gov.

Comprehensive Literacy State Development Grant

The CDE has posted a Comprehensive State Literacy Development (CLSD) [Literacy Lead Agency \(LLA\)](#) web page. This page outlines the projects of the seven county offices of education (COEs) identified as CLSD LLAs. Grantees will work with their respective consortia of COE partners to build expertise in strategies that address their identified statewide literacy priority defined in the California [Comprehensive State Literacy Plan \(SLP\)](#) and implement these strategies through three-year small-scale pilot projects with one or more local districts within their regions. These strategies must align with state guidance and policies, must be evidence-based, and support the literacy needs of economically disadvantaged and high-need students. The expertise and resources that LLAs generate with their model sites will be disseminated to educators across the state through the Statewide System of Support. All LLAs will use the SLP, which was approved by the State Board of Education in March 2021, as a foundation for their work. A Local Literacy Planning Toolkit to accompany the SLP, along with many other resources to support implementation, is available in the [Literacy Resources Repository](#) on the California Educators Together online platform. Information about the CLSD Grant and accompanying resources are available on the CDE [CLSD web page](#). Stay informed about the CLSD grant and other statewide literacy initiatives in California by joining the CDE Literacy listserv by sending a blank email to: join-cde-literacy@mlist.cde.ca.gov.

Early Literacy Support Block Grant

Section 113 of the Education Omnibus Trailer Bill ([Senate Bill 98](#)) for the 2020 California State Budget authorizes the [Early Literacy Support Block \(ELSB\)](#) grant program. The Expert Lead in Literacy, Sacramento COE (SCOE), in partnership with the [Consortium on Reaching Excellence in Education](#), supported local educational agency (LEA) grantee teams in the first year of the grant program to conduct root cause analyses, complete needs assessments on their findings, and develop three-year literacy action plans based on high-priority needs. The grantees are now entering the first year of implementation of their literacy action plans and continue to receive training and guidance from the Expert Lead in Literacy. Resources developed and curated through this grant program will be made available in the future for statewide use.

Additionally, SCOE is pleased to announce the Virtual Early Literacy Professional Learning Network (PLN) for transitional kindergarten through grade three educators. The PLN is coordinated by the Expert Lead in Literacy in collaboration with the CDE and the California Collaborative for Educational Excellence (CCEE). Join COE, district, and site colleagues, as well as others interested in literacy. The final PLN is on March 30, 2022, 9 a.m. to 12:30 p.m. This event is free of charge. [Registration](#) is required.

California's National Board for Professional Teaching Standards Certification Incentive Program

The CDE is pleased to announce the California National Board for Professional Teaching Standards (NBPTS) Certification Incentive Program. This program will award grants to school districts for the purpose of providing financial incentives to teachers who are assigned to teach in high-priority California public schools, and have attained certification from the NBPTS. Any teacher who has attained certification from NBPTS is eligible to receive an award of \$5,000 each year if the teacher agrees to teach at a high-priority school for at least five years for a total of up to \$25,000. This incentive is intended to supplement the current incentives offered by many California LEAs that are provided to National Board Certified Teachers (NBCTs).

In addition, any teacher who initiates the process of pursuing a certification from NBPTS when teaching at a high priority school is eligible to receive an award of \$2,500 as a subsidy to cover the costs of the program and support.

NBCTs who teach at least 50 percent time in a high-priority school for five consecutive years are eligible for the \$25,000 incentive award. High-priority schools are defined as schools with 55 percent or more of its pupils (unduplicated) classified as an English learner (EL) student or foster youth, or eligible for free or reduced-price meal. A list of high-priority schools as well as additional information about the incentive and subsidy programs is available on the [NBPTS Certification Incentive Program web page](#).

If you have any questions regarding the NBPTS Certification Incentive Program, please contact the Teacher and Leader Policy Office at 916-445-7331 or NBCT@cde.ca.gov.

Reading Instruction and Intervention Grant

The Reading Instruction and Intervention (RII) grant is authorized by AB 130 (Statutes of 2021) of the Education Omnibus Trailer Bill. The CDE will award \$9,800,000 to an LEA or consortia of LEAs, institutions of higher education, and nonprofit organizations to generate and disseminate professional learning opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills.

The CDE and the CCEE will facilitate coordination among grantees and other literacy initiatives, including the California Subject Matter Projects and grantees of the 21st Century California School Leadership Academy, the CLSD grant, the Educator Workforce Investment Grant (EWIG) for EL Roadmap Policy implementation, and the California Dyslexia Initiative. The CCEE will evaluate the professional learning opportunities for their effectiveness.

A Request for Applications (RFA) is now available on the [Reading Instruction and Intervention RFA](#) web page. **Applications are due Friday, January 28, 2022 by 4 p.m.**

For additional information, please visit the newly launched CDE [Reading Instruction and Intervention Grant](#) web page.

Scaling Up Multi-tiered System of Support Statewide: Partner Entity

The Educator Excellence and Equity Division is pleased to announce that the RFA for the Scaling Up Multi-tiered System of Support Statewide (SUMS): Partner Entity is now available. The CDE is seeking grant applications in order to select a LEA, an LEA in partnership with an institution of higher education or nonprofit educational service provider, or a consortia to partner with the Orange County Department of Education and the Butte County Office of Education to expand the state's capacity to support LEAs' implementation of social and emotional learning; trauma-informed practices; and culturally relevant, affirming, and sustaining practices. Completed applications are due **Friday, December 17, 2021, by 4 p.m.** More information is available on the [CDE SUMS: Partner Entity Program web page](#).

New Bilingual Pathway Recognition Program

The Multilingual Support Division is excited to launch the Bilingual Pathway Recognition Program for the 2021–22 school year. The Bilingual Pathway Recognitions are established to recognize preschool, kindergarten, elementary, and middle school students who have demonstrated progress toward proficiency in speaking, listening, reading, and writing in one or more languages in addition to English.

The three Bilingual Pathway Recognitions available are:

- The Bilingual Program Participation Recognition is available to students enrolled in programs leading to bilingual in preschool, kindergarten, elementary, and middle school. This award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to bilingual or multilingual.
- The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language.
- The Bilingual Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Bilingual (SSB) requirements.

There are multiple paths to bilingual, and these recognitions provide LEAs with the opportunity to highlight some of these paths to encourage students to pursue bilingual or multilingual in high school and beyond. LEAs are also welcome to adapt these criteria or use their own local criteria. For more information about this program and for information on how LEAs can participate, visit the [CDE Bilingual Pathway Recognition](#) web page.

If you have questions about this program, contact Gina Garcia-Smith, Education Programs Consultant, by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

EWIG: Special Education

The CDE, the [California Collaborative for Educational Excellence](#), and the EWIG Special Education grantee, [Center for Applied Special Technology](#), have partnered to support educators across the state to learn new techniques addressing the unique challenges teachers and students are facing. These organizations have again created another resource in the form of a monthly webinar series. The series will have a monthly theme of focus and will include practical application tools as well as a variety of other educational resources. All webinars were created with various depths of understanding in mind to ensure equitable access for all viewers. Additionally, the monthly webinars will be stored to use as needed and will be a continually available and accessible as a resource.

- Options: December 13, 2021, 3:30 to 4:30 p.m. Register [here](#).
- Expert Learning: January 10, 2022, 3:30 to 4:30 p.m. Register [here](#).
- Self-Reflection: February 14, 2022, 3:30 to 4:30 p.m. Register [here](#).
- Literacy Across the Curriculum: March 14, 2022, 3:30 to 4:30 p.m. Register [here](#).
- Meaning-Making: April 11, 2022, 3:30 to 4:30 p.m. Register [here](#).
- Writing: May 9, 2022, 3:30 to 4:30 p.m. Register [here](#).

For more information, contact Shamryn Coyle, Director, California Coalition for Inclusive Literacy, at scoyle@cast.org.

California Dyslexia Initiative

SCOE administers the [California Dyslexia Initiative](#). The goal of this initiative is to build capacity in providing early intervention services and supports for students with specific learning disabilities, such as dyslexia. SCOE is hosting a **free** expert webinar series as part of this project and in partnership with Glean Education. In this seven-part webinar series, participants will learn about why some students struggle to learn to read, how to recognize factors in students, and how to support reading difficulties and dyslexia in the classroom. Follow up discussion and activity guides will accompany each webinar to support deeper explanation of the content. These webinars are for all educators, administrators, parents, guardians, and caregivers.

Understanding Literacy

- [Building Awareness of Language and Reading Development in African-American Students Growing Up in Poverty](#) January 6, 2022, from 3:00 to 4:00 p.m.
- [Implementing Structured Literacy Reading Instruction for English Learners](#) February 3, 2022, from 3:00 to 4:00 p.m.
- [Exploring the Intersection between Reading Instruction and Social Justice](#) March 3, 2022, from 3:00 to 4:00 p.m.
- [Dyslexia and the Learning Brain](#) April 7, 2022, from 3:00 to 4:00 p.m.

You can find out more on SCOE's newly launched [web page](#) for the Dyslexia Initiative.

TO: CATE Board
FROM: Carol Jago, *California English* editor
RE: December board report

I am delighted to report that *California English* has once again been awarded the NCTE Affiliate Journal of Excellence Award. I attended the virtual session at the convention to “accept” for CATE. Thank you all for your help with making ours a journal to take pride in particularly with your recommendations for artists! It pleases me very much that the artists themselves have been so happy with how their work was showcased.

Michael and I have had some luck with advertising: Heinemann purchasing two full-page spreads and Stenhouse doing the same. The key seems to be approaching them with the idea of showcasing a new book that they are publishing. I have also gone the route of contacting the author (for example, Kelly Gallagher) and getting him to put the tiniest bit of pressure on the publisher to buy an ad in *California English*.

A NAEP Reading study that I committed to facilitating has now been scheduled for the very same week as CATE2022. I knew the research project would be in the early months of 2022 but had no idea that it would conflict with the Long Beach convention. Although I would much, much prefer attending the conference than aligning NAEP achievement level descriptions, I’m afraid that I won’t be with you all in Long Beach. The amazing Lori Campbell has agreed to lead the session on Writing for Publication at the convention.

Please help me to spread the word about the next two calls for manuscripts. I am hoping for a very exciting crop of submissions for this issue on popular culture.

California English call for manuscripts

February 2022

Deadline January 1, 2022

The Place of Popular Culture in an English Curriculum

Is there a place for popular culture in an English curriculum? How can teachers integrate the texts students are consuming outside of school with those that are traditionally found within textbooks? Can conversations about popular culture stimulate discussion around critical issues? What challenges do these texts pose for teachers?

May 2022

Deadline April 1, 2022

Sometimes It’s OK to Struggle

Helping students develop the confidence to persevere with a challenging task is critical to success in all phases of life. How do you navigate between offering young readers and writers too much help and too little? Are there times when you find yourself challenged in the classroom? How do you satisfy the many demands that are placed on teachers today?

- Manuscripts are peer reviewed. Please send submissions to *California English* editor, Carol Jago cjago@caroljago.com. Articles should be limited to 2,500 words.