

**BOARD OF DIRECTORS MEETING.
September 11 and 12, 2004
Four Points Sheraton, Los Angeles**

The meeting was called to order at 8:40 A.M. by President Maureen Rippee, and members introduced themselves. Other members in attendance included Member at Large Kathy Allen, CATE 2005 Co-Chair Michelle Berry, GSDCTE Representative Phil Bowles, Member at Large Oscar Browne, Central Representative Charleen Silva Delfino, Capitol Representative Angus Dunstan, Member at Large Bob Chapman, Treasurer Anne Fristrom, Convention Coordinator Consultant Punky Fristrom, Resolutions Chair Tish Griggs, Convention Coordinator Teisha Hase, Secretary Carleen Hemric, Member at Large Cheryl Joseph, CALIFORNIA ENGLISH Editor Carol Jago, Member at Large Susan Karpowicz, Member at Large Jaimi Kreilaart, Southland Representative Catherine Linn, Redwood Representative Jenny McBride, Member at Large sLiz McAninch, Member at Large Jo Anne Mitchell, Vice President Akiko Morimoto, California Writing Project Liasion Faith Nitschke, FACET Representative Jeannie Oppliger, Past President Anna Roseboro, CATE 2005 Co-Chair Linda Stockton, TUCATE Representative Carol Surabian, Membership Chair Joan Williams, Member at Large Bill Younglove, and Legislative Analyst Martha Zaragoza-Diaz (Saturday only) . Absent: California Department of Education Representative Beth Breneman..

Morimoto moved and Delfino seconded the approval of the May, 2004 minutes with corrections to add Berry, Karpowicz, Rippee, and Stockton to members in attendance. The budget changes agreed upon at the May meeting will be added. These changes included reducing council representatives' meetings to two, saving \$500; reducing paid delegates to NCTE Convention business meeting to two, saving \$1500. reducing CATE Presidents' office budget to \$500, saving \$500, reducing meal reimbursement to \$10.00, saving \$750, reducing issues of CALIFORNIA ENGLISH to four, saving \$1000, having CATE Board meetings in least expensive places, saving \$3000; eliminating afternoon food at Board meetings, saving \$800, reducing travel reimbursement to \$.20 per mile, saving \$400, having CATE Board election ballots in CALIFORNIA ENGLISH, saving \$1500, eliminating Friday morning coffee and rolls at convention, unless sponsored, saving \$2500, reducing number of complimentary Award winner meals to one, saving \$1000, eliminating registration desk food, saving \$500, eliminating New Teacher Reception unless sponsored, saving \$700, eliminating Friday General Session Convention speaker, saving \$3000, accessing Memorial Fund for leadership expenses, having CATE booth at CRA only if CATE members in the area can supply personnel, charging \$400 for booths in prominent locations, increasing registration fees., adding \$14,000. (The registrar's fee has been increased by \$1.00 per registrant for an additional cost of \$1000. MOTION PASSED.

Hase moved and Surabian seconded the approval of the agenda. MOTION PASSED.

REPORTS OF OFFICERS

PRESIDENT - Rippee reported that she had met with Board officers in San Diego, toured the conference site in Santa Clara, clarified some arrangements, and met with

Co-Chair Berry. She began communicating with the California Writing Project to promote membership through their summer programs, wrote to Kern Council to encourage participation, and visited staff development meetings and distributed CATE membership brochures. She will represent CATE at the Asilomar Conference October 1-3, the CWP high school conference in Sacramento on October 9, the SCTE annual conference October 16, and NCTE in Indianapolis in November.

CTA has appointed Debra Martinez as our CTA representative. She will articulate our organization with CTA and give us more support and a stronger voice in Sacramento.

Our goals include increasing membership, providing outreach to under-represented communities, increasing the number of new teachers in our organization, dealing with budget concerns responsibly, meeting the needs of our constituents, continuing to provide the quality that we are known for, and having a successful conference in February.

Rippee announced that Fullbright scholarships to Japan would be publicized on Topica.

VICE PRESIDENT - Morimoto reported that future Board meeting dates include December 4 and 5 - San Diego - Town and Country, February 18 - Santa Clara, and May to be announced.

Morimoto requested that responses concerning attendance at Board meetings be made in a timely fashion.

PAST PRESIDENT - Roseboro reminded the Board that all CATE Board members must also be members of NCTE and encouraged all to attend the NCTE Convention in Indianapolis in November.

Two nominations for Distinguished Service Awards have been received. Any other names must be submitted by the end of this meeting. The name of the winner will be published well before CATE 2005. Classroom Excellence and Award of Merit nominees have been received from one council. These nominations are due by December 1, but all are encouraged to get them in as soon as possible.

The slate of CATE Board candidates and ballots will be published in the February edition of CALIFORNIA ENGLISH as a cost savings measure. Qualified candidates are needed for Secretary, Member at Large College, Member at Large Middle, and Member at Large Unspecified. Statements and photographs of candidates are needed.

COUNCIL REPRESENTATIVES PRESIDENT - Oppliger reported that the Presidents met Friday evening with representatives from Central, Fresno, Redwood, San Diego, Southland, and TUCATE. Membership recruitment ideas were shared. A thanks went to Mitchell for the revised President's Handbook and to Target for the notebooks.

SECRETARY - Hemric reminded Board members to submit directory updates. Policies 4, 5, 6, and 7 will be discussed in December. The Policies are available on CATEweb.

TREASURER - A. Fristrom reported a Checking Account balance of \$2,671.99, a Savings Account 1 balance of \$7,520.34, a Marilyn Kahl 2 balance of \$10,056.15, a Memorial CD balance of \$9,747.71, a Marilyn Kahl Memorial CD balance of

\$5,760.04, a Vanguard GNMA Portfolio of \$120, 422.28, and a Vanguard Index Trust of \$27,276.52. The final report for fiscal year 2003-2004 was presented

MEMBERSHIP CHAIR - Williams reported that current membership totals are Capitol - 91, Central - 454, Fresno - 70, Kern - 28, Redwood - 30, San Diego - 271, Southland - 693, TUCATE - 25, Upper - 32, Libraries - 27, Out-of-state - 30, and Comps - 3 for a total of 1754.

CONVENTION 2005 - Berry reported that confirmed speakers include Mark Salzman, Assemblywoman Jackie Goldberg, Andrew Clements, Anna Quindlen, and Luis Valdez. Ishmael Reed will be the luncheon speaker for the Pre-convention. There will be no Friday general session, two Friday night events, and extended exhibit hours. The regular textbook companies are contributing, and other sponsorships are being sought. Funding source suggestions are provided in a box on the back page of the convention flyer. All sessions are 90 minutes long, except for double sessions which are 2 and 1/2 hours long. Workshop proposals should be given to Cheryl Joseph, Program Chair. Joseph asked that ads be sent to LeCren in jpeg or tiff. Le Cren will fine tune designs. The deadline for getting materials to LeCren is December 20, but earlier if possible. Her email address is clecren@san.rr.com.

CONVENTION COORDINATOR - Hase reported that on-line registration still has problems but is being worked on. Lorraine Tracey, sponsorship chair, has contacted various companies for sponsorship.

Future convention sites include 2006 February 3-5, Anaheim (chair , Jo Anne Mitchell); 2007- February 9-11, Fresno; 2008 - February 7-9, Long Beach; 2009 - February 20-22, Santa Clara.

REPORTS OF LIAISONS

CALIFORNIA DEPARTMENT OF EDUCATION REPORT Brenemans reported in the CDE report on CATEWeb. Jack O'Connell's High School Summit has been scheduled for October 25 and 26 at the Sacramento Convention Center where teams from high schools and districts across the state will tackle the issues of the achievement gap, increased expectations and the preparation of students for careers in the 21st Century, smaller learning communities, leadership, and professional learning communities. Jack O'Connell's High Performing High School Initiative is designed to help all students be prepared after graduation for whatever path they choose - whether that path leads them to college or straight to a career. Visit <http://www.cde.ca.gov/nr/re/et/yr04hset1025.asp> for further details or contact Charu Khopkar at ckhopkar@cde.ca.gov.

O'Connell is sponsoring a legislative package of four bills designed to make high school curriculum more rigorous for all students, ensure that high school students have access to instructional materials that are aligned to California's world-class standards, make state testing more relevant to students, and provide strong teachers and school leaders at California high schools. O'Connell's original package of bills includes the following:

- SB 1795 would require all high school students to take rigorous college readiness curriculum by meeting the "a to g" requirements. Schools that implement the program would be granted flexibility in the use of categorical funds.

- SB 1405 would guide high schools toward high-quality instructional materials by creating a state “seal of approval” for instructional materials that are aligned to California’s academic standards.
- SB 1448 reauthorizes the state Standardized Testing and Reporting (STAR) program, reduces the burden of testing on school districts, and formally opens the dialogue with institutions of higher education on using the California Standards Test for credit, placement, or admission at CSU or UC.
- AB 2225 would provide high school principals with intensive professional development and ongoing coaching and support to implement high-quality programs for high school students.

The four bills were sent to the Legislature this spring, where modifications have been taking place. For further information, contact Bob Shotts, Governmental Affairs (916-319-0821)

2. New CDE Parent Handbooks New CDE Parent Handbooks in English Language Arts, Mathematics, History-Social Science, and Science are now available on the CDE Web site. The documents include information about state content standards, university entry requirements, and specific suggestions to parents about how to help their children succeed in those content areas from Kindergarten through grade 12. The English Language Arts document also includes advice to parents with children and infants under the age of five. To access these downloadable handbooks go to CDE’s home page, click on Learning Support, then click on the Parent/Family/Community navigation bar on the left. Next, choose “Parent Family” and scroll down to Parent Handbooks.

3. 2002 Reading/Language Arts/English Language Development Textbook Adoption Follow-Up Adoptions. The follow-up adoptions that were suspended due to budget cuts in 2002-03 will begin this fall. In accordance with Education Code Section 60227, which was chaptered on October 11, 2003, the California Department of Education (CDE) is conducting a publishers' survey regarding interest in participating in follow-up adoptions for three subject areas for 2005: Mathematics, Grades 6-8 (2001), RLA/ELD (2002), and Foreign Language (2003). Additional information on follow-up adoptions can be found on the CDE Web site at: <http://www.cde.ca.gov/ci/rl/im/>

History-Social Science Adoption--2005. The Department is still recruiting Instructional Materials Advisory Panel members and Content Review Panel members for the 2005 History-Social Science Adoption. If you know of classroom teachers, with experience teaching history-social science who might be willing to serve on a review panel, please have them contact Susan Martimo at smartimo@cde.ca.gov or (916-319-0446). The deadline for submission of applications has been extended to September 15, 2004.

For general questions on adoptions and funding, contact Suzanne Rios, Administrator (916-319-0665) or Susan Martimo (916-319-0446); for questions on English language Learners, Jean James (916-319-0444); for Web site questions and other assistance, Kenneth McDonald (916-319-0447).

High School Textbook Review. Superintendent Jack O'Connell proposed a new high school initiative that includes state level review of high school instructional materials for the core standards-aligned courses. The review would only look at the alignment of the materials to state academic content standards. The proposal originally was in SB 1405 (Karnette), but the language has been moved into AB 974 (Nation). Under this proposed bill, districts could choose to review materials from the state list, but would not be required to use only those materials. Local districts could continue to review and select any materials for adoption by their local governing board that they determine to be aligned with the academic content standards. Districts would need to review all instructional materials, even those on the state list, to determine how well they meet the needs of their students, the instructional methods used and other local criteria.

Instructional Materials Funds - The 2004-05 State Budget includes the following for instructional materials:

- \$333 million for the IMFRP, grades K-12
- \$30 million for supplemental instructional materials for English Learners, grades K-12—exempt from the review and approval of the Curriculum Commission
- \$138 million for standards-aligned instructional materials for students in schools in decile 1 or decile 2 of the 2003-04 API.

More details on the designated funding for English learners and for the low decile schools will be available at a later date.

4. Mathematics and Reading Professional Development Program (AB 466). This program funds professional development for K-12 teachers who are providing instruction in reading, social science, mathematics or science. The professional development consists of 40 hours of intensive training and 80 hours of follow-up training. There are a number of limitations on the use of funds, including the requirement that districts use only providers approved by the State Board of Education for the 40 hours of professional development. Currently, \$31.7 million is available to cover training that has taken place during 2004-05 and previous fiscal years. Local educational agencies must submit a separate application for each fiscal year. Districts should submit a request for reimbursement form as training is completed. It is likely that there will be sufficient funds to pay most 2004-05 claims. A request for reimbursement form and application are available on the CDE/AB 466 Web site at <http://www.cde.ca.gov/pd/ca/ma/mard03.asp>. The 2004-05 forms are not yet available on the Web site. Please use the 2003-04 forms and indicate you are applying for 2004-05. Providers of professional development can be the Reading Implementation Centers (RICs), the California Mathematics Professional Development Institutes (MPDI), local education agencies whose training curriculum has been approved by the State Board of Education, or private companies whose training curriculum has been approved by the State Board of Education. A list of professional development providers approved by the State Board of Education with contact information is available online at the above Web site. For further details, contact Kathie Scott (916-323-4711) in the Reading/Language Arts Leadership Office. Reading First schools, High Priority Grant schools, and schools being reviewed by scholastic audit and intervention teams (SAIT) are required to go through AB 466 training. If the training is not available in the current year, schools may do it in the 2004-2005 academic school year, but they should make plans to sign up for it now. For further information, go to [html://www.cde.ca.gov/pd/ab466/providers.html](http://www.cde.ca.gov/pd/ab466/providers.html).

5. Reading First. Reading First is a key feature of No Child Left Behind (NCLB), placing greater emphasis on reading than ever before. California received approval of its Reading First Plan on August 23, 2002 and an initial grant of \$132.9 million. For 2003-04, California received approximately \$143 million and for 2004-05 that amount is \$146 million. AB 1485 (Firebaugh, 2003) allows classes with waivers for primary language instruction to participate in Reading First—providing that reading instruction is based on Spanish versions of the State Board approved reading materials. Grantees have been allowed to add waiver classrooms and schools with waiver classrooms beginning in 2003-04 and additional classrooms and schools beginning in 2004-05. Grantees will receive funding for 2004-05 additions after passage of the 2004 budget. A total of 113 districts have now been approved for Reading First grants. This includes 38 new Round 3 districts. Changes in reading First for 2004/05 include:

- The opportunity for districts to increase their grant funding to \$8,000 per K-3 teacher upon approval of a plan to reduce the number of special education referrals based upon reading below grade level. Applications will be sent to all Reading First districts by September 15 and are due to CDE by October 15.
- A new provision that requires the State board to seek legislative approval for changes in the Reading First Program, including any extension of the grant period beyond three years.

To qualify, eligible Local Education Agencies (LEAs) must fully implement a new State adopted instructional program in all grade levels, K-3, in order to meet the federal requirement of using a scientific, research-based reading instructional program. The options in California are either Houghton Mifflin, California Edition: Reading, A Legacy of Literacy 2003 or SRA Open Court Reading 2002, and, under certain circumstances, SRA Open Court Reading 2000, or, for waiver classrooms, one of the alternate format, approved Spanish versions of the adopted instructional materials programs (Houghton Mifflin Reading/Lectura, grades K-6, 2003, and SRA/McGraw Hill Open Court Reading/Foro abierto para la lectura, grades K-6, 2003). As is the case with Title I, grantees are required to provide services to private schools. For Reading First, eligible schools are those within the attendance area of participating schools. To participate, non-public schools must agree to use one of the state-adopted reading/language arts instructional programs for grades K-3, and, if the services extend beyond professional development, to use recommended assessments and provide performance data. For information regarding California's approved Reading First Plan, contact Karen Steentofte at (916-319-0696) or ksteento@cde.ca.gov. For information about Reading First program implementation, contact Jeff Cohen (916-323-4629).

Reading First Technical Assistance. California's Reading First Technical Assistance Plan requires the state to be the primary provider for technical assistance to LEAs for the first three years. The plan specifies that the CDE contract with the Sacramento County Office of Education to establish the California Technical Assistance Center (C-TAC) to provide coordination, development, and quality control functions for the state's nine Regional Technical Assistance Centers (R-TACs)

The major goal of the C-TAC is to serve as the lead technical assistance center. Its overall responsibility is to support a statewide system of Regional Technical Assistance Centers (R-TACs) to provide high quality, standardized products and services to all Reading First local education agencies (LEAs). In Year one, the C-TAC supported R-TACs in designated county offices of education in Alameda, Butte,

Imperial, Los Angeles, Sacramento, San Diego, and San Joaquin counties. In the second year, San Bernardino and Santa Barbara county offices were added. For Reading First programmatic assistance, contact Irma Hernandez-Larin (916-228-2518) for fiscal operations, contact Terry Emmett (916-323-6269) or Jeff Cohen (916-323-4629).

6. Strategic Teaching and Learning Materials Tehama County Department of Education has developed Teaching Tools for Strategic Teaching and Learning, a set of teacher-friendly handouts linked to many of the research-based strategies in the handbook. For ordering information, contact Sarah Kania at skania@tcde.tehama.k12.ca.us or (530-527-5811). Contact CDE Press (1-800-995-4099) to order Strategic Teaching and Learning: Standards-Based Instruction to Support Content Literacy in Grades 4 Through 12, which has just been reprinted.

7. Secondary Literacy Demonstration Sites Nine middle school and/or high school sites and one high school district have been identified as Secondary Literacy Demonstration Sites as a result of implementing some or most aspects of the Schoolwide Literacy Model in Strategic Teaching and Learning. The ten Demonstration Sites will be posted at <http://www.cde.ca.gov/ci/rl/sd/index.asp> this fall: Antioch High School, Antioch Unified School District; Hoover Senior High School, San Diego Unified School District, Newark Junior High School, Newark Unified School District; Preuss Model School at UCSD, San Diego Unified School District; Rudolph Rivera Middle School, Merced City School District; Artesia High School, ABC Unified School District; Clark (Monroe) Middle School, San Diego Unified School District; Reedley High School, Kings Canyon Unified School District; San Mateo Union High School District; Mission Bay High School, San Diego Unified School District. To recommend other schools with outstanding literacy programs or for further information, contact Beth Breneman at (bbrenema@cde.ca.gov) or 916-323-5798; or Martha Rowland at (mrowland@cde.ca.gov) or (916-319-0451).

8. Strategic Science Teaching, Grades K-12 The publication, Strategic Science Teaching, Grades K-12: A Sampler of Science Lessons Connecting Literature with the California Standards, (\$15.00 per copy) features science lessons at each grade level, K-12, including: 1) focus on science standards and student outcomes, 2) use of literature selections from the CDE Suggested Reading in Science List, 3) teaching and learning strategies to promote content literacy, 4) use of the 5 E's Learning Cycle and science investigations, 5) strategies for English Learners, and 6) complete lesson plans. Contact San Diego County Office of Education (SDCOE) Graphic Communications (858-569-5391) to obtain an order form.

9. Literature List The Recommended Literature: Kindergarten through Grade Twelve List is still available on the CDE web-site at the following new address: www.cde.ca.gov/ci/rl/ll in a searchable data base. There are over 2,700 titles spanning six languages (English, Spanish, Vietnamese, Hmong, Chinese and Filipino). Seventy recent award-winning titles have been added to the online version. The document (hard copy) can be ordered at CDE Press (800-995-4099). A process is underway to improve the list in two ways. One task is to add new titles. The other task is to review and revise annotations on the 6-8 and 9-12 list to provide guidance to the field concerning controversial content. Progress has been made with both tasks. The committee has made the basic selection and worked on annotations. Final review and revisions remain to be completed. For further information contact Debby Lott (916-323-4800) &/or Diane Levin (916-319-0557).

10. Science/Mathematics Literature List The new Literature for Science and Mathematics: Kindergarten Through Grade Twelve is a collection of outstanding science- and mathematics-related literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of materials students should be reading at school and outside of class. The list is now online at www.cde.ca.gov/ci/scimathlit/index.html. For information about the status of this list, contact Phil Lafontaine, Manager, (plafonta@cde.ca.gov or 916.323.6189) for content; or Maxine Wheeler, Analyst, (mwheeler@cde.ca.gov or 916.323.4746) for search assistance.

11. School Library News CDE Online School Library Survey. Work is progressing to prepare the survey for an October launch. Improvements include 1) immediate access to current year submissions which will allow for printed copies; 2) corrected imports of prior year data; 3) downloadable data upon request. The survey launch will be tied into the Consolidated Application, part II, process.

Library Funding. The 2003-04 apportionment amounts can be found at <http://www.cde.ca.gov/fg/aa/ca/libraryprograms.asp>. The Library Act funds for 2004-05 are part of the Consolidated Application. The same requirements apply, i.e. a district library plan and purchases made according to acceptable/unacceptable uses. 2004-2005 Budget Act - SB 1113, Chapter 208. 6110-149-0001 \$4,229,000, 6110-101-0975 \$4,574,000. Total \$8,803,000

Library-related Legislation. SB 1510 (Alpert) proposed to combine school library funding and SIP funding in the spirit of categorical reform. It has been set aside and its contents picked up by AB 825 (Firebaugh). While the school library community would prefer a dedicated categorical for school library funding, this bill would put two compatible programs together.

Documents of interest. "SCHOOL LIBRARIES WORK!" This research foundation paper brings together position statements from a variety of organizations and findings from nearly a decade of empirical studies that cite the measurable impact of school libraries and library media specialists on learning outcomes. The report shows that school libraries administered by certified library media specialists are a powerful force in the lives of America's children. A PDF version of "School Libraries Work!" can be downloaded from the Scholastic Library Publishing Web site at <http://www.scholasticlibrary.com>

Reading At Risk: A Survey of Literary Reading in America. Research Division Report #46. Washington, D.C: National Endowment for the Arts, 2004. Available online at www.arts.gov.

American's Most Literate Cities. www.uww.edu/npa/cities/index.html. See circulating copy of the 2004 rankings. Note that indicators in the library category begin with "1) Number of school media personnel per 1,000 public school students."

12. Environmental Education For information and resources about environmental education, go to www.creec.org, representing the California Regional Environmental Education Community. This Web site provides funding opportunities, information, and hot links to valuable resources for educators who use environmental education as a context for teaching or reinforcing standards in the content areas. To search the electronic resource directory, click on the orange, square button. Click on your region

within the map of California to obtain the names of educators working in environmental education in your area. The state plan for Environmental Education, entitled Education and The Environment: Strategic Initiatives for Enhancing Education in California is available through CDE Press (1-800-995-4099).

13. State Testing Reauthorization of STAR. The legislature reauthorized the Standardized Testing and Reporting (STAR) Program through January 1, 2011. Beginning with the 2004-05 school year, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) will be administered only in grades three and seven. There are no changes to the requirement of administering the California Standards Tests (CSTs) to all students in grades two through eleven. STAR Program resources, including the CST blueprints, released test questions, and guides for the writing applications component of the English-Language Arts CST, are available www.cde.ca.gov/ta/tg/sr/resources.asp on the Internet.

Statewide Test Results. The 2004 results for the ELA CSTs were mixed. The percentage of students scoring proficient and advanced increased in grades 4, 5, 8, and 10, was unchanged for grades 2, 6, 7, and 11, and decreased in grades 3 and 9. Schools have received CST Master List Summaries for each grade that include the average scaled score and the percentage of students that scored within each performance level range. The reports also include the average percent correct for each ELA CST Reporting Cluster. The California Report for Teachers will be distributed to schools during October. These reports are produced for individual teachers or by grade level based on how each district asked to receive the reports. For further information about state testing, contact Paul Michelson (916-319-0353) or Linda Lownes (916-319-0364).

14. California High School Exit Exam (CAHSEE)

Visit <http://cahsee.cde.ca.gov/> for the most recent news release on the CAHSEE and for school, district, county, and state results. The Year 5 independent evaluation report on the CAHSEE will be released at the beginning of October. A contract was awarded to WestEd for the independent study required by SB 964 to assess options for alternatives to the CAHSEE for students with disabilities to be eligible for a high school diploma and to make recommendations about graduation requirements and assessments. The law also required that the Superintendent appoint a 15-member High School Exit Examination for Pupils With Disabilities Advisory Panel to advise the successful bidder. The Panel had its first meeting on August 9. The final report is due in May 2005. For further information, contact Jessica Valdez at jvaldez@cde.ca.gov or 916-319-0354.

15. NCLB: Highly Qualified Teachers

The California Department of Education has revised the NCLB Teacher Requirements Resource Guide. To access this document on the new CDE Web site, go to www.cde.ca.gov & click on No Child Left Behind (center); then click on State Resources (top left); & then click on Improving Teacher Quality (middle of page). For information and support about this issue, contact: Penni Hansen (916-323-6244; phansen@cde.ca.gov).

16. NCLB: High Quality Professional Development

The California Department of Education is continuing development on a Web document pertaining to High Quality Professional Development, as defined by NCLB. The document should be available on the CDE Web site this fall for public review. If

you have any questions regarding professional development in the English Language Arts that you would like to see answered in the guidelines, please send them to Beth Breneman, bbrenema@cde.ca.gov or (916-323-5798). For information about High Quality Professional Development and the new web document, contact Jean Treiman (916-323-6390; jtreiman@cde.ca.gov).

17. Funding Sources For Attending Conferences

Teachers wishing to attend the CATE conference could be encouraged to explore with their school and district administrators the possibility of accessing the following funding sources for purposes of professional development: Under NCLB:-Title 1, Part A; (Basic Program); Title II; (Teacher & Principal Training; Title II, Part D— (Educational Technology)--assuming there are technology sessions at the conference; Title III (LEP & immigrant students) (assuming there are sessions addressing the needs of LEP and immigrant students); Title V, Part A (Innovative Programs).

The following state funding sources could also be explored:EIA/LEP (Economic Impact Aid/Limited English Proficient) (assuming there are sessions addressing the needs of LEP and immigrant students); SIP (School Improvement Program)-- teachers could explore with their School Site Council; BTSA. (Beginning Teacher Support & Assessment), and, not to be forgotten -local grants.

18. Early Assessment Program. The Early Assessment Program (EAP) offers high school students the opportunity to determine their readiness for college-level work in English and mathematics before entering the California State University (CSU). EAP is a voluntary assessment administered in conjunction with the California Standards Test (CST) in 11th grade in English-language arts and mathematics. The English language arts (ELA) augmentation consists of 15 multiple-choice questions developed by CSU faculty and an essay. CSU English faculty members score the essays. The students' scores are based on ELA CST questions selected by CSU faculty, the 15 CSU questions, and the essay. Based on the results of the testing, students are designated as exempt or non-exempt from placement testing and from remedial courses in English and/or math in their first year at CSU. The test results are not used as part of the CSU admission process. To support those students who need to strengthen their academic literacy before entering the university, the CSU established a Task Force to develop a 12th Grade Reading and Writing Course. Task Force members are CSU faculty from English, reading, and ESL and teachers and administrators from high schools and school districts. The Task Force has developed a course that is aligned with the English-Language Arts Content Standards and that emphasizes the in-depth study of expository, analytical, and argumentative writing. Six lessons are currently available for piloting in 2004-2005. The full course will be available for adoption as a senior English course for 2005-2006. Workshops are currently being organized to train senior English teachers to pilot the six lessons. The workshops will be sponsored by county offices of education and facilitated by two-member teams including one CSU faculty member and one high school teacher, county office consultant, or school district administrator. Awareness sessions for administrators are currently being conducted statewide. Interested administrators and high school English teachers should contact their local county office language arts coordinator for more information. They may also contact Nancy Brynelson, Co-Director, California State University, Center for the Advancement of Reading, at nbrynelson@calstate.edu.

19. Redesign of CDE Web Site The CDE Web Site at www.cde.ca.gov has been redesigned to make it easier to find information. Instead of being organized by the CDE Branch and Division, it is now organized by subjects. Previous bookmarks will not work. The search engine has been improved for easier access to targeted information. The key navigational bars are on the home page. Once you obtain an internal page ID number for a topic of interest, you will be able to enter that number in the CDE search engine and go right to that page.

LEGISLATIVE REPORT - Zaragoza-Diaz reported that the 2004-2005 State Budget Act with no tax increases and including continuing the car vehicle tax roll back, reflects the Governor's Compact with Higher Education guaranteeing predictable tuition, annual increases in both student enrollment and per pupil spending, and accountability for the UC and Cal State systems, provides community colleges with a \$148 million increase for additional enrollment, funds \$12 million for enrollment growth in the CSU system, and increases per pupil funding for K-12 students by \$282.

The Williams Lawsuit settlement funds include \$50 million to identify and make repairs at schools, \$138 million this year for materials and textbooks, requiring school districts to collect and present additional information on school quality, and establishing a formal process for filing complaints about inadequacies.

CALIFORNIA ENGLISH - The February issue focusing on "Books for Boys" won honorable mention in the NCTE affiliate journal competition. Jago will accept the award on behalf of CATE. This is the third year in a row that California has received this award. The September issue focused on African American literature and features a mother-daughter team of writers, a short story by Sikivu Hutchison, a professor at Cal State Northridge, and an essay on the use of the "n" word in literature and in the classroom by Yvonne Hutchison, a longtime master teacher in the Los Angeles School District. A young African American artist designed the cover. This issue will be entered in next year's NCTE contest.

Future calls for manuscripts include: December, 2004 - The Power of One Teacher (deadline - November 1); February, 2005 - The Social Studies Connection; May, 2005 - Students with Special Needs (deadline - March 1), The Demands of On-Demand Writing - September, 2005 (deadline - July 1).

CALIFORNIA LITERATURE PROJECT - Jago reported that the CLP was sponsoring programs to help elementary teachers work with adopted materials. The National Endowment for the Arts will meet next week with the California Reading and Literature Project to discuss the findings of "Reading at Risk: A Survey of Literary Reading in America." Jago coauthored with Mark Bauerlein from the National Endowment for the Arts an op-ed piece on literacy in the San Francisco Chronicle this weekend.

CALIFORNIA WRITING PROJECT - Nitschke reported that CWP has been working on a strand for CATE 2005 and has 22 sessions so far and is seeking others. She shared a booklet for parents Because Writing Matters, along with ordering information. She shared information about the CWP collaboration with the California Council for the Humanities in the Fall Writing Seminar Series: California Stories Uncovered: Writing Our Heritage, Our Communities, Our Promise.

CATE WEBMASTER - L. Jordan noted on-line that CATEweb had been awarded the top honor for affiliate websites. CATEweb is close to releasing the shopping cart for

online purchases to allow purchase of CATE memberships, local council events, and the CATE Convention. Two areas of CATEweb are restricted and require passwords: Members Only and CATE Board Members only. Select Board from the main menu, click on Board only. Contact Jordan at support@webhiway.net if you need a password. Board members should review their personal information and update. If you have not joined Topica, please contact Jordan.

COUNCIL REPORTS

CAPITOL - Dunstan noted that Capitol had nothing to report.

CENTRAL - Delfino reported that CCTE members are assisting Berry and Stockton on CATE 2005 as well as working on Asilomar '54, which will feature Dave Eggers, Jane Juska, Francisco Jimenez, and Kim Stafford as speakers. The Chiyo Masuda Memorial Fund will offer scholarships to the Asilomar Conference. The council is also looking to support teachers of color with scholarships to increase membership in CATE and CCCTE. They are expanding memorial contribution opportunities for favorite teachers or teachers who have passed away. Another way of supporting the scholarship fund is through the raffle of baskets.

FACET - Oppliger reported that FACET is cosponsoring the Yosemite Conference featuring Corinne and John Hales and Alma Luz Villanueva.

GREATER SAN DIEGO - Bowles reported that the GSDCTE Fall Kickoff will be held at Point Loma Nazarene University on October 9 with Sharon Cook speaking on "Teaching in a World Focused on Testing." Workshops by Cook, Anna Roseboro, Carole Le Cren, and Tom Waldron will address reading, writing, and thinking in the classroom - all with a concern about standardized testing. A simple luncheon will end the day.

The major speakers for Promising Practices XVII, December 7-8, Town and Country, will be Carol Booth Olson (reading and writing connection), Cindy Marten (spelling), Edith Hope Fine (English word study via Greek and Latin roots and affixes) and Farrell Foreman. (His new historical research informs his new play on the African American community of Virginia City, Nevada, c. 1860.)

The Lake Arrowhead Retreat is scheduled for April 22-23 with Carole Le Cren in charge.

REDWOOD - McBride reported that Redwood council members are looking forward to the new school year. McBride and Cheryl Schachter will run the local CATE Writing Contest. Council members will speak to Humboldt State University's student teachers about joining CATE.

SOUTHLAND - Linn reported that thanks to State Farm, Southland had finished last year with a promising balance in the checking account which will be shared with new and beginning teachers. In July Roundtable planning groups met in Santa Barbara, Etiwanda, and Wilmington, and Roundtable groups have begun to form. New teacher membership outreach has been integrated with Roundtable planning, and a steady stream of new membership applicants has come in. Plans for the Fall Conference in Ontario in cooperation with the Inland Area Writing Project are nearing completion to the delight of teachers from the Inland Empire. The Conference of the Living Tree, chaired by Joanne Mitchell, will be held January 14-16 at the Pierpont Inn in Ventura with Jeff Maulhardt, Fran Claggett, Montserrat Fontes, and Amanda Perez.

TUCATE - Surabian reported that Tucate has been trying to increase membership.

UPPER - Hase noted that Upper has a new president, Bonnie Enmark.

The group recessed at 12:30 for lunch and reconvened at 1:15 for committee meetings.

COMMITTEE REPORTS

POLICY/CENSORSHIP (Roseboro, chair; Chapman, Griggs, Jago, McAninch, McBride, Nitschke, Oppliger, Younglove, and Zaragoza-Diaz) Zaragoza-Diaz suggested that we follow the proposal that writing be removed from the STAR test. As a result the following resolution was suggested. **Roseboro moved and Hase seconded the following: Background: According to the National Commission on Writing in America's Schools and Colleges, writing is measured most accurately when students produce a piece of writing. California's STAR program currently requires students to write essays in fourth and seventh grade. This requirement has pushed schools to improve instruction in writing across the curriculum. Resolution: The CATE Board urges the State Department of Education to continue to require a direct writing assessment in fourth and seventh grades. What is tested is what gets taught. MOTION PASSED.**

Zaragoza-Diaz also suggested that we monitor the definition of "highly qualified teacher" from NCLB working with the Commission on Teacher Credentialing (CTC). As a result of the Williams lawsuit, the CTC may check out-of-state licenses so that these teachers may not have to take the CBEST, enabling out of state teachers to be processed more quickly.

The California Department of Education plans to research whether state test scores can be used for the federal AYP.

The goals of the Policy/Censorship Committee are to:(1) acquire a CommuniCATE editor, (2) write meaningful resolutions and report to membership the responses to these resolutions, (3) write a resolution addressing the impact on student performance of traveling teachers who do not have their own classroom and access to resources, classroom libraries, etc, (4) send letters about CATE to state legislators in key positions including CATE membership brochures and convention information, and (5) in keeping with CATE's mission, be more proactive professionals by writing letters addressing issues pertinent to English/Language Arts educators during the meeting weekend and collecting and mailing them at the end of the Board meeting.

Oppliger moved and Mitchell seconded the appointment of Bill Younglove to represent CATE at the 4'C's meetings and to act as facilitator for other members who wish to attend. MOTION PASSED. Zaragoza-Diaz will arrange meetings with legislators at the February Education Summit.

CONVENTION COORDINATING - (Hase, chair; Berry, Browne, A. Fristrom, P. Fristrom, Hase, Joseph, Linn, Mitchell, Rippee, Williams) Eddie Hase is the new Convention Registrar with the same contract - \$7.00 per registrant. A. Fristrom will be dealing with outstanding purchase orders from 2004.

Hase moved and Mitchell seconded the approval of the Convention fee structure as follows: Package A - Monday through Thursday - Pre-Convention and Convention registration, meals, and Friday night dinner event - \$430 (members) and \$470 (non-members); Package B - Friday through Sunday - Convention registration, meals, and Friday night dinner event - \$350 (members) and \$390 (non-members); Package C - Convention registration and meals - \$310 (members) and \$350 (non-members); \$40.00 for lunches and brunches, \$50 for Saturday dinner, registration - \$150 (members) and \$190 (non-members), student teachers - \$50 (members) and \$70 (non-members). On-site registration will be \$190 for members and \$220 for nonmembers.

P. Fristrom will work with Carole Le Cren on a letter for NCTE exhibitors to invite them to CATE 2005.

On-line registration still has some major problems to overcome, but we're hopeful. L. Jordan will be contacted regarding a Stargroup link.

The committee discussed adding a Sponsorship Chair position to the Board. January-March is the best time to solicit. Browne will put together a sponsorship appeal letter with suggested levels of giving: gold - \$501 and above, silver - \$251 and above, bronze - up to \$250. Possible sponsors include businesses, credit unions, book stores, etc.

Members were asked to suggest sites for CATE 2010.

LEADERSHIP - (Karpowicz, chair; Allen, Bowles, Browne, Delfino, Dunstan, Hemric, Joseph, Krielaart, Surabian) - The Leadership Committee reminded councils to invite teachers to shadow them at Board meetings including the Convention meeting if they are from northern California. Morimoto will prepare a ticket for teachers to turn in at the CATE booth at CATE 2005 for a reward to indicate their interest in leadership opportunities at the local or state level. Bowles suggested that students in teacher preparation programs be invited to become CATE members and attend local conferences. CATE members are encouraged to list CATE as a professional affiliation on their Web sites and provide a link to CATEweb. Testimonials of success and benefits of CATE membership should be listed on CATEweb. Kreilaart will work on format. We hope to build diversity in membership and leadership by giving scholarships and recruiting local people of diverse age, gender, and ethnicity.

SCTE is in charge of the Virginia Reid scholarship this year.

Candidates for Secretary, Member at Large, Unspecified; Member at Large, College; and Member at Large - Middle need to be recruited.

After a discussion of goals the meeting recessed at 4:45 P.M.

Sunday, September 12

The group reconvened at 8:40 A.M. for announcements and committee meetings.

MEMBERSHIP (Williams, chair; Allen, Griggs, Hemric, Karpowicz, Linn, McBride, Oppliger, Surabian and White.) Membership chairs in all councils are asked to review the membership lists carefully and send lists of people who do not belong to their

council to Williams. Conference registrations and any other forms relating to membership should include all the information needed by membership. People who take convention brochures from this meeting should write in the county of the registrant. Old membership forms have been corrected with labels to reflect Williams' address and will be shipped out to councils. The committee recommends that future brochures include ads for the conventions that fall within that membership chair's tenure. Williams will contact L. Jordan and ask that benefits of membership from the brochure be placed on CATEWeb along with information on how she can be contacted until on-line registration is available. Any newsletters or flyers including CALIFORNIA ENGLISH, should indicate to membership how changes of address can be done. Each issue of CALIFORNIA ENGLISH should include an application for CATE membership. Williams will write to all people who request changes of address two weeks after the change has been requested to make sure it has gone through. The committee suggests that each September all mailings be reviewed by this committee to make sure that all information is accurate.

Williams plans a session with membership chairs at CATE 2005 with Membership Committee members in attendance.

The membership gift this year is a calculator. All Board members are expected to work at the CATE 2005 membership booth. All Board members will be asked to host a table at the Convention meal events using our name placards.

Goals include outreach to our constituents at the Convention, each Board member's bringing in two new members, getting information about scholarships and any other CATE or council related activity into local newspapers and college publications, and advertising our presence at conferences and meetings with posters or membership brochures.

The committees should create job descriptions and calendars to pass on from chair to chair.

EXECUTIVE/FINANCE (Morimoto, chair; Allen, Bowles, P. Fristrom, A. Fristrom, Hase, Mitchell, Rippee, Roseboro) The Executive/Committee's charge was to reduce the budget by \$10,000. **Morimoto moved and Hase seconded the following reductions: reduce Precision line by \$1,000 - now \$13,000, eliminate leadership line - \$1,000. {Small councils may access Memorial funds as outlined in policies.}, reduce council line by \$4,200 - now \$23,000, eliminate Convention Friday morning coffee unless sponsored - now \$2,500, reduce President's meeting by moving them from Friday to Saturday by \$1500 - now \$24,850, reduce other travel by \$500 - now \$500, reduce CATE 2006 by \$300 - now \$2700. MOTION PASSED.**

Morimoto moved and Hase seconded the elimination of one Member at Large Unspecified position to take effect in the 2006-2007 fiscal year.(15-4) The change in Article Seven of the CATE By-laws Board of Directors would be changing the first sentence of 7.3.4 as follows Nine (9) Eight (8) total Regular Members who shall serve as at-large members, three (3) two (2) of whom shall be elected in 2006, three (3) of whom shall be elected in 2007, three (3) of whom shall be elected in 2008, and then in continuing rotation, all They shall serve for three years. MOTION PASSED.

Morimoto moved and Chapman seconded the approval of Bill Younglove as Member at Large College to complete the term of DeShea Rushing who has resigned. MOTION PASSED.

CATE will not finance any Awards winners to attend NCTE.

Anyone listed as a consultant to a publisher in the CATE 2005 Convention program must pay a \$300 fee.

Goals for the year include sticking to the budget, ending up on the plus side, and bringing people to the Convention.

\$10,000 will not be taken from reserve, and \$45.00 will go into miscellaneous income.

Morimoto moved and Mitchell seconded the approval of Maureen Rippee and Anna Roseboro as CATE delegates to NCTE Indianapolis. MOTION PASSED.

PUBLICATIONS (Chapman, chair; Berry, Delfino, Dunstan, Jago, Karpowicz, Krielaart, Linn, McAninch, Nitschke, Younglove) An advertisement for the election will be on the cover of the February issue of CALIFORNIA ENGLISH with a ballot inside. The issue will not be delayed.

Morimoto moved and Berry seconded the appointment of Lisa Hernandez as the California Coordinator for NCTE's Promising Young Writers Program. MOTION PASSED.

Berry moved and Browne seconded to approve Liz McAninch as coordinator of the NCTE Achievement in Writing Awards Program. MOTION PASSED. She will be trained by Bill Younglove who will share his list of judges.

Rippee will contact Al and Cista Leonard to see if they wish to continue coordination of NCTE's program to recognize schools' literary magazines. If they choose not to continue, Jeanne Oppliger will take over the program.

Lists of writing contest winners and schools having winning literary magazines will be published in CALIFORNIA ENGLISH.

The flyer for the CATE Creative Writing Contest will be emailed to coordinators/presidents. The judges will be Jago, Dunstan, Younglove, Linn, and Chapman.

There were five entries in this year's Professional Writing Contest and two finalists. The winning essay's title was "Resolved - Forensics Promotes Academic Success. Olga Kokino will coordinate the contest again in 2005. Carol Jago has written a prompt and will send it to Kokino. The flyer is needed by December 15 for CALIFORNIA ENGLISH and convention materials.

Keri Kimble will coordinate the Marilyn Kahl Scholarship in 2005. CALIFORNIA ENGLISH will advertise the scholarship, and there will be a flyer in convention materials. There were no entries in 2004.

No committee members were interested in replacing Don Mayfield, who has resigned, as editor of CommuniCATE which will remain completely on-line with sporadic publication. Jim Burke will be approached.

Goals included finding out what the membership is interested in through action based research. CATE needs to connect more directly with all members to find out what our role is as volunteers in the organization, minimum versus maximum.

Items suggested for resolutions include class size, lack of UC recognition of creative writing classes, and stressing the value of literature.

Bowles continues to investigate the subject of a teacher registry and needs to communicate with L. Jordan. Policy legality issues need to be investigated.

NEW BUSINESS

Surabian moved and Morimoto seconded approval of Tish Griggs as Resolutions Chair. MOTION PASSED.

Hase moved and McAninch seconded approval of 23 free registrations for CATE 2005 Committee members. MOTION PASSED.

Younglove announced that the Japanese American National Museum is requesting nominees of teachers living or dead who taught in in the internment camps to be honored at a dinner at the Century Plaza Hotel and Spa in Los Angeles on February 5.

Respectfully submitted,

Carleen Hemric, Secretary