Technical Assistance (TA) for Non-CLSD State Education Agencies (SEAs) to Develop and Revise Their State Literacy Plans

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CLSD National Literacy Center
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Agenda

➢ Welcome and Agenda Review

➢ Participating States

➢ TA Liaison Assignments by State

➢ State Literacy Plan (SLP) Tools Overview

➢ SLP Starter Kit: Preparing to Develop or Revise an SLP

➢ Self-Assessment Tool User Guide and Self-Assessment Tool (Excel Form)

➢ Next Steps

Participating States

- **Phone: 240-485-3621**
- **Email: literacy@seiservices.com**
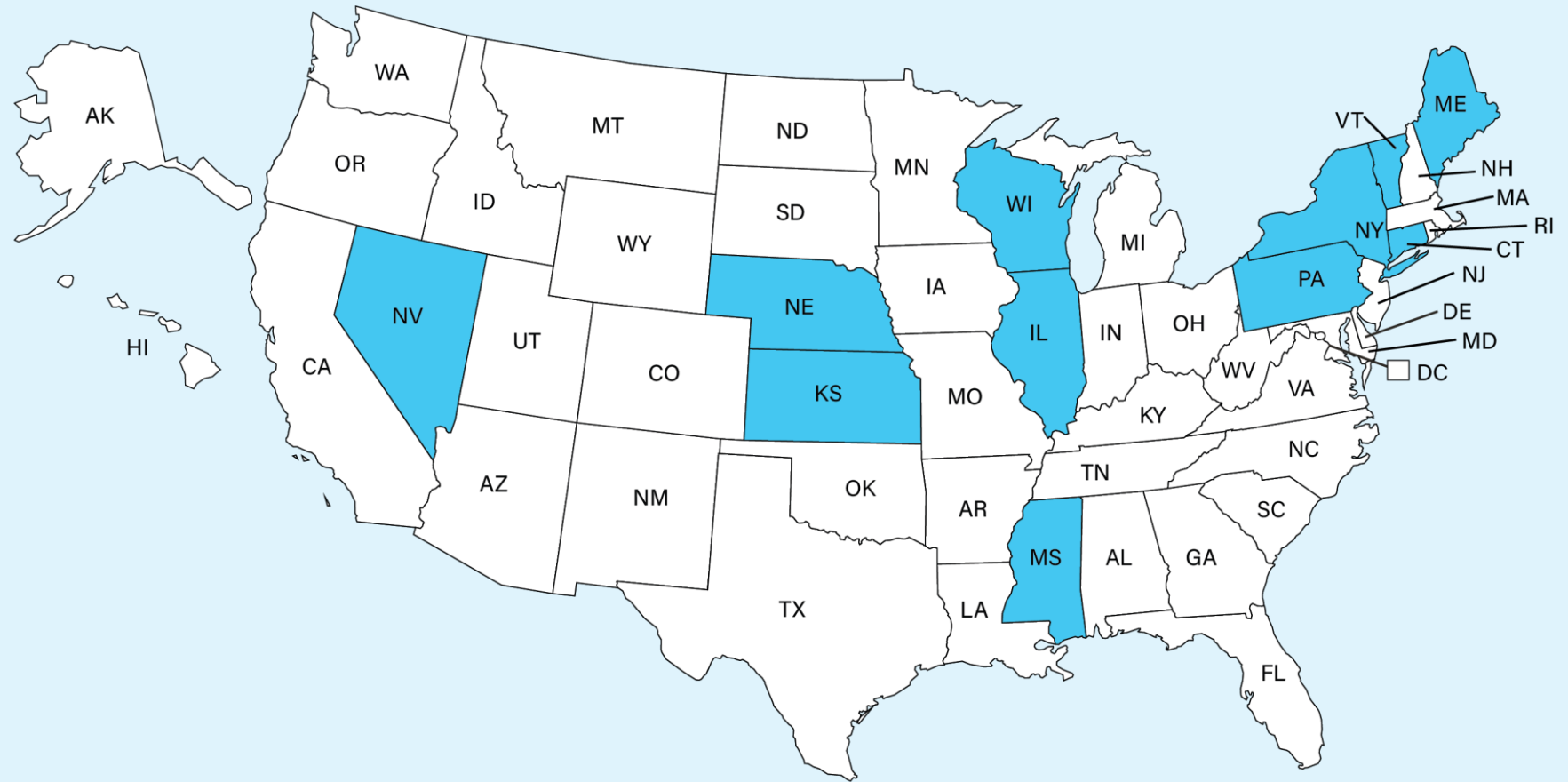- **Website: literacycenter.ed.gov**

11 Participating States

- **Connecticut**
- **Illinois**
- **Kansas**
- **Maine**
- **Mississippi**
- **Nebraska**
- **Nevada**
- **New York**
- **Pennsylvania**
- **Vermont**
- **Wisconsin**

11 Participating States' TA Liaisons

To provide continual and customized TA, we have assigned:

- **Connecticut and Vermont: Kat Theodore**
- **Illinois and Kansas: Lauren Duris**
- **Maine and New York: Allyson Bullock**
- **Mississippi and Nebraska: Dena Slanda**
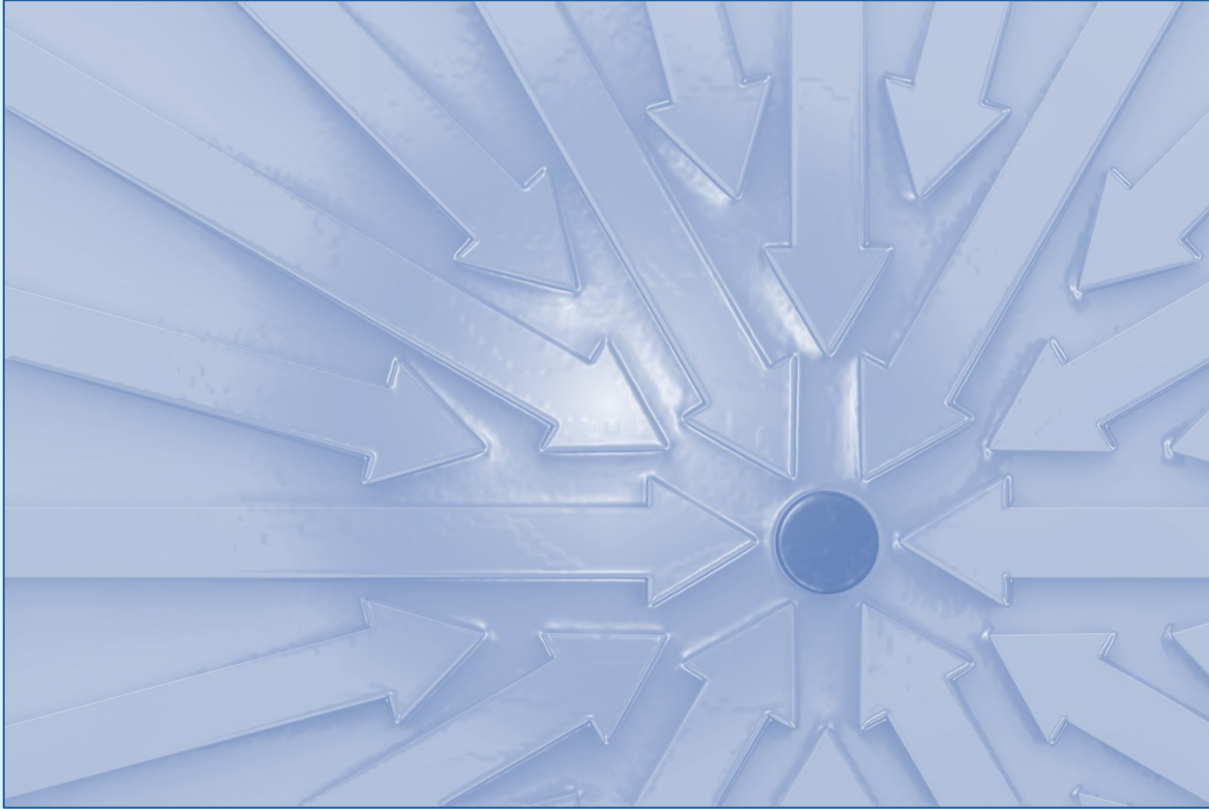- **Nevada and Pennsylvania: Maggie Trout**
- **Wisconsin: Donna Warthan**

- **Phone: 240-485-3621**
- **Email: literacy@seiservices.com**
- **Website: literacycenter.ed.gov**

What is a state literacy plan (SLP)?

Purpose of an SLP

- **Identifies gaps in student achievement**
- **Aligns** state literacy-related legislation, initiatives, and content standards
- **Supports evidence-based** practices for effective instruction
- Addresses implementation of **literacy standards**
- **Supports** professional learning for teachers

Why an SLP Is Important

- Defines a state's approach to **comprehensive literacy instruction.**

- Establishes a **state literacy team**, in coordination with multiple stakeholder groups.

- Provides a clear framework for **literacy instruction**, **intervention**, and **assessment**.

- Offers practical guidance to local education agencies (LEAs) about **implementing the plan successfully** and **elevating literacy instruction** and **professional practice**.

- Describes how data and feedback will be used to drive **implementation** and **continuous improvement**.

TA available to create and revise your SLP

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SEAs that participate will receive:

- The opportunity to **conduct self-assessments** of their SLPs and **literacy infrastructures**;

- Assistance with **administering**, **managing**, and **analyzing** the self-assessments;

- Feedback about **crucial areas** for **creating** or **revising** their SLPs;

- Access to a community of practice to **collaborate**, **generate ideas**, and **share evidence-based resources** with other SEAs;

- **Resources** and **webinars** that will assist them in developing or revising their SLPs.

TA Companion Tools: SLP Starter Kit & SLP Self-Assessment User Guide

Process for Developing TA Companion Tools

- **Reviewed and analyzed publicly available SLPs of CLSD grantees** to identify common elements and components.
- **Conducted focus groups** to gain insight about the SLP development process, including best practices and lessons learned.
- **Consulted with subject matter experts** (SMEs) to identify additional areas of SLP support and development.
- **Conducted additional research and analysis** to inform the **development of the SLP Starter Kit and SLP Self-Assessment Tool User Guide.**

Overview of TA Companion Tools

- To assist SEAs with creating or revising their SLPs, the center has created the **SLP Starter Kit** and **SLP Self-Assessment Tool.**

- In the **SLP Starter Kit,** SEAs will find **guidance, tools, and resources** that correspond with the four phases of preparing, understanding, writing, and disseminating an SLP.

  - *Phase One: Preparing to Develop or Revise an SLP.*

- The *SLP Self-Assessment Tool (Excel Form)* and **SLP Self-Assessment Tool User Guide** can be used by SEAs and state literacy teams to identify areas of TA needed to develop or revise their SLPs.
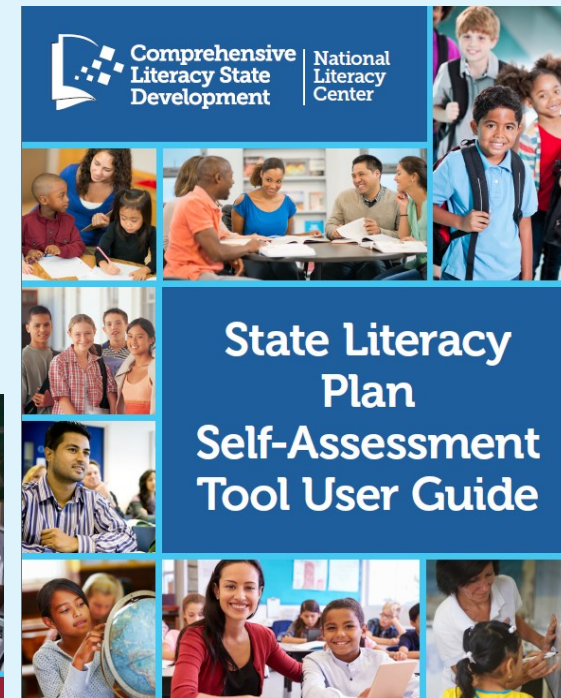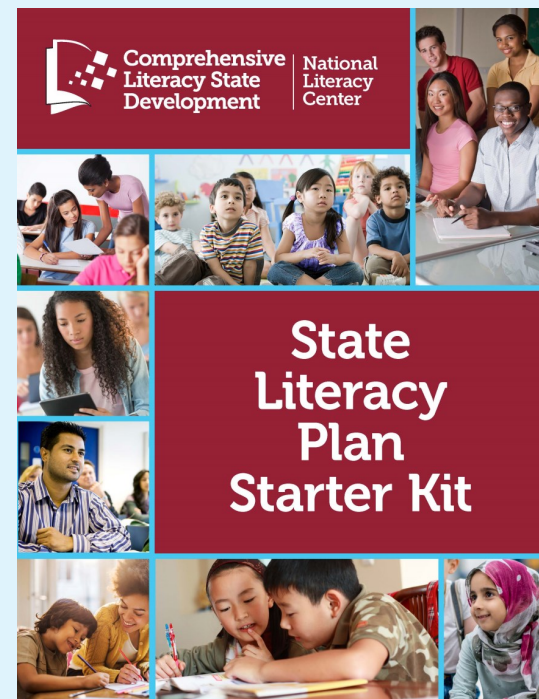
State Literacy Plan Starter Kit

Phase One: Preparing to Develop or Revise an SLP
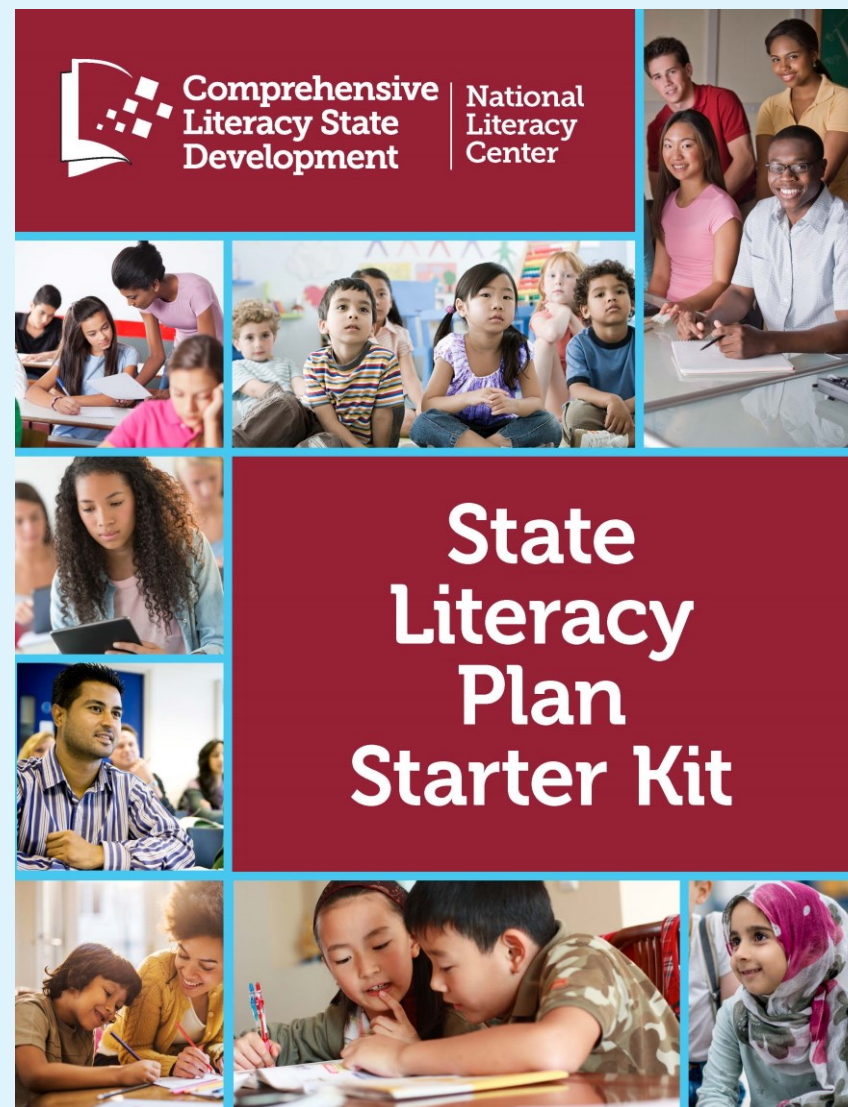
SLP Starter Kit Development Phase One

Preliminary steps include:

- **Assessing readiness** for SLP development or revision
- **Understanding** the SLP development **timeline**
- **Creating a stakeholder group** and understanding how and when stakeholders will be involved
- **Composing** or recomposing an effective state literacy team
- **Identifying and analyzing state literacy infrastructure, legislation, and policies** and their impact on literacy
- **Conducting the data-gathering** process to analyze state literacy achievement trends
- **Completing a Self-Assessment** to understand the comprehensiveness of the existing SLP.

SLP Starter Kit Phase One, Appendix A: SLP Documents

- Before beginning to develop or revise an SLP, it's important to gather all essential documents and information that could inform the SLP content.

- To assist you with this process, **Appendix A** includes a comprehensive list and examples of documents.

SLP Documents

The documents below could be beneficial to obtain prior to developing or revising an SLP.

- ☐ Data on literacy of target populations
    - ☐ Race/ethnicity
    - ☐ Socioeconomic status
    - ☐ Urbanicity
    - ☐ English language learner status
    - ☐ Disability status
    - ☐ Census tract
    - ☐ Other relevant populations
- ☐ Information on current and upcoming literacy-related legislation
- ☐ The governor's priorities on literacy in the state
- ☐ A list of other state literacy-related initiatives and outcome data from initiatives
- ☐ Information on teacher requirements, licensure, evaluation requirements, etc.
- ☐ Information on preservice teachers (enrollment data and degree requirements in the state, projections of future teachers needed by grade and discipline)
- ☐ Information on partnerships and agreements with institutions of higher education
- ☐ State education agency policy documents
- ☐ A list of state literacy standards
- ☐ Subject matter experts or stakeholders
- ☐ Information on multi-tiered systems of support (MTSS) or other intervention processes used in the state
- ☐ Information on assessment tools used with students to analyze literacy comprehension
- ☐ Information on professional learning opportunities for teachers

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- SEAs can use the **SLP Readiness Checklist** to assess their level of readiness to develop or revise an SLP by addressing a series of yes-or-no questions.
- **The SLP Readiness Checklist** asks about administrative processes, engaging stakeholders, establishing a state literacy team, understanding state legislation, planning for data gathering, and completing the self-assessment.

SLP Readiness Checklist

Read each statement and check yes or no depending on whether it is true in your SEA. If a task has not been completed yet, fill out resources needed and next steps to move forward.

Administrative Processes	
1. We have knowledge of the budget for the SLP development or revising process.	☐ Yes ☐ No
Resources needed:	
Next steps:	
2. We have a projected or established due date for publishing the SLP.	☐ Yes ☐ No
Resources needed:	
Next steps:	

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SLP Starter Kit Phase One, Appendix C & D: Benchmark Tools for Developing and Revising an SLP

The establishment of a **timeline with benchmarks** is helpful to **monitor progress**, make necessary adjustments, and **ensure accountability.**

Please note:
- *Appendix C is for those SEAs that are developing a new SLP.*
- *Appendix D is for those with an existing SLP.*

Benchmark Tool for Developing an SLP

Determine whether the benchmark applies to the SLP development process in your SEA and fill in the boxes with the corresponding information.

Benchmark	How long will it take to complete the benchmark?	Who is responsible for this benchmark within the SEA?
Establish a budget		
Form an SLP team		
Review current standards or curriculum framework		
Review existing state legislation (reading, literacy, dyslexia, etc.)		
Create a timeline		
Develop a data gathering plan and data collection protocols		
Gather, analyze, and interpret gathered data		
Reflect on the data gathered		
Engage stakeholders		

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Phase One: Stakeholder Engagement Overview

Stakeholder populations to consider include the following:

- Families, staff members, and community members of various racial, ethnic, and cultural backgrounds.

- English language learner representatives and advocacy organizations.

- Policy and advocacy organizations for students with disabilities, students in Title I schools, and other underserved students.

SLP Starter Kit Phase One, Appendix E: Stakeholder Engagement Tool

Considerations:

- Which entities (e.g., LEAs, regional service centers, nonprofit organizations) represent subgroups of students that data show to be underperforming?
- Are there representatives from all geographic regions of the state?
- Have efforts been taken to involve stakeholders not traditionally included?
- What will ongoing communication with stakeholders entail?

How will you engage in contact?

- Initial contact (email, phone, networking, etc.), consistent engagement (focus groups, newsletters, listening sessions, webinars, etc.), and medium of engagement (social media, phone, Mailchimp, SurveyMonkey, etc.).

SLP Starter Kit Phase One: Establishing or Reassembling a State Literacy Team Tool

- Prior to selecting team members, assess the budget, time commitments, and consider collaborating with both existing SEA staff members and external SMEs.
- Consider establishing roles and responsibilities as shown in the chart.

Examples of SLP Team Member Roles and Responsibilities	
Role	**Responsibilities**
State Literacy Director	Is responsible for overall leadership, strategy development, and implementation of the state's literacy initiatives. Leads the team and provides overall strategic direction for the SLP development process.
Curriculum Specialist	Focuses on developing and aligning literacy curriculum materials with state standards and best practices.
Assessment Coordinator	Manages literacy assessments, data collection, and analysis to measure progress and inform decision-making.
Research Analyst	Conducts research to identify evidence-based literacy strategies.
Early Childhood Literacy Expert	Focuses on literacy development in early childhood education.
Secondary Literacy Expert	Focuses on literacy development in secondary education.
Special Education Expert	Focuses on literacy development for students with disabilities.
English Language Learner (ELL) Specialist	Addresses the literacy needs of students learning English as a second language.
Policy Adviser	Understands literacy policy and legislative changes.
Office of the General Counsel	Verifies that the SLP aligns with current legislation.

| Person	Position	Level of Involvement	
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed
		☐ Responsible	☐ Consulted
		☐ Accountable	☐ Informed

SLP Starter Kit Phase One: Data Gathering

- Walks the user through a five-step data-gathering process to collect and analyze data that will help identify literacy-related priorities within a state.
- Data gathering can be conducted in collaboration with community members, school staff members, and other stakeholders.
- Engaging with various stakeholders during each phase of the data-gathering process ensures that the planning, data collection, and analysis are comprehensive and incorporate the input of people with a range of expertise and perspectives.
- The Data-Gathering Tool can be found in Appendix G.

Self-Assessment Tool User Guide

Revising or enhancing an SLP
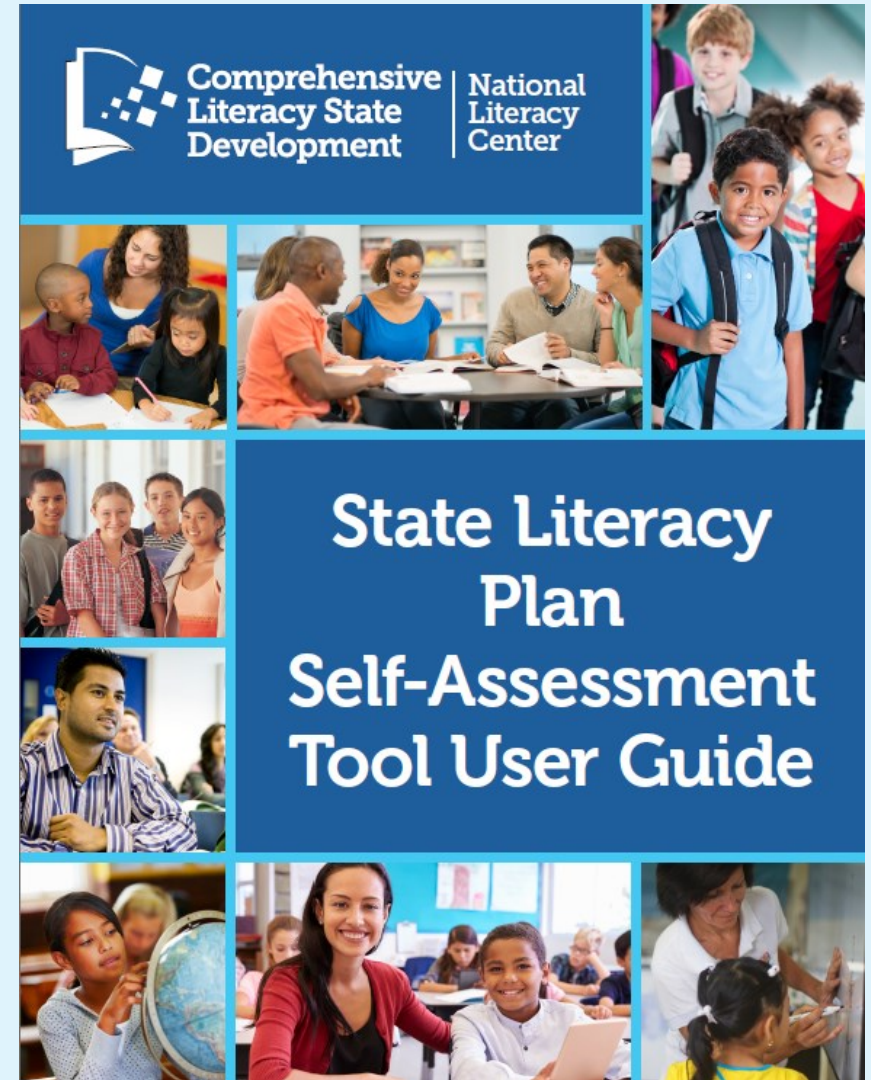
SLP Self-Assessment Tool User Guide: An Overview

- The *Self-Assessment Tool (Excel Form)* is for SEAs to use to revise or enhance the SLPs.
  - The SLP Self-Assessment Tool lists nine overarching components that may correspond with sections within the SLP.
  - Multiple elements are listed to help further define the component.

- The **SLP Self-Assessment Tool User Guide** should be utilized to complete the *Self-Assessment Tool (Excel Form)*.
  - The SLP Self-Assessment Tool User Guide includes guiding questions for each element in the tool.
  - Within state literacy teams, make note of individual responses to the guiding questions.

- Based on responses to the guiding questions, use the "Levels of Development" key in the tool to select the best developmental level (0–4) for the element.
  - When appropriate, elements include separate ratings for the age/grade bands birth–pre-K, K–5, and 6–12.

SLP Self-Assessment Tool User Guide: Components

State Literacy Plan Self-Assessment Tool

Table of Contents

Tool Instructions

Component 1: Cover Page and Introduction

Component 2: Infrastructure, Legislation, and Related Policies

Component 3: Needs of Target Populations

Component 4: Alignment of SLP With Other State Literacy Initiatives

Component 5: Goals and Activities

Component 6: Effective Evidence-Based Framework for Literacy Instruction

Component 7: Implementation and Continuous Improvement at the Local Level

Component 8: Continuous Improvement at the State Level

Component 9: Resources and Tools

SLP Self-Assessment Tool User Guide: Levels of Development

Key: Levels of SLP Development		
Developmental Level	**Short Description**	**Long Description**
0	Absent	Element is not present.
1	Underdeveloped	Element is underdeveloped and does not answer any of the guiding questions. Responses to the guiding questions for this element are not defined or difficult to understand for those unfamiliar with the SLP.
2	Somewhat Developed	Element is somewhat developed but answers less than the majority of the guiding questions. Responses to the guiding questions for this element are not clearly defined, and most parts of the SLP for this element remain confusing for those unfamiliar with the SLP.
3	Developed	Element is developed and answers the majority of guiding questions. Responses to the guiding questions for this element are clear for those unfamiliar with the SLP but could be developed further.
4	Extensively Developed	Element is extensively developed and answers all guiding questions. Responses to the guiding questions are clearly outlined, fully developed, and understandable for those unfamiliar with the SLP.

Step 1: Identifying Goals and Activities, Providing Possible Sources of Evidence, and Determining Development Levels

Component 5: Goals and Activities
a. Provides goals of the SLP and information on what the SLP will achieve.

Guiding Questions:	Possible Sources of Evidence:
1. Are specific goals and baseline measures identified? 2. Does each goal have a time frame for completion? 3. Are the goals written out in SMARTIE format?	— The SLP's goals and logic model — Resources on SMARTIE goals or other measurement methods

b. Articulates how each SLP goal relates to student and teacher data.

Guiding Questions:	Possible Sources of Evidence:
1. Is it clear why the goals were chosen based on current data? 2. Is it clear what data the goals are intended to change?	— Needs assessment data — Student achievement data in reading/language arts by subgroup

c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.

Guiding Questions:	Possible Sources of Evidence:
1. Are the goals relevant to and supportive of literacy-related legislation, standards, and initiatives? 2. Is there a state appropriation to implement the literacy initiatives? If so, is the appropriation described?	— Literacy-related initiatives, standards, and legislation — State demographic information — Needs assessment data — State appropriations documents

Developmental Level	Element
	a. Provides goals of the SLP and information on what the SLP will achieve.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	b. Articulates how each SLP goal relates to student and teacher data.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.
	Birth–Pre-K
	Grades K–5
	Grades 6–12

Note: The "Developmental Level" column will automatically provide a drop-down menu to select the levels 0–4.

Step 1: Identifying Goals and Activities, Providing Possible Sources of Evidence, and Determining Development Levels

Component 5: Goals and Activities
a. Provides goals of the SLP and information on what the SLP will achieve.

Guiding Questions:	Possible Sources of Evidence:
1. Are specific goals and baseline measures identified? 2. Does each goal have a time frame for completion? 3. Are the goals written out in SMARTIE format?	— The SLP's goals and logic model — Resources on SMARTIE goals or other measurement methods

b. Articulates how each SLP goal relates to student and teacher data.

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1. Is it clear why the goals were chosen based on current data? 2. Is it clear what data the goals are intended to change?	— Needs assessment data — Student achievement data in reading/language arts by subgroup

c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.

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Developmental Level	Element
	a. Provides goals of the SLP and information on what the SLP will achieve.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	b. Articulates how each SLP goal relates to student and teacher data.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.
	Birth–Pre-K
	Grades K–5
	Grades 6–12

Note: The "Developmental Level" column will automatically provide a drop-down menu to select the levels 0–4.

Step 1: Identifying Goals and Activities, Providing Possible Sources of Evidence, and Determining Development Levels

Component 5: Goals and Activities
a. Provides goals of the SLP and information on what the SLP will achieve.

Guiding Questions:	Possible Sources of Evidence:
1. Are specific goals and baseline measures identified? 2. Does each goal have a time frame for completion? 3. Are the goals written out in SMARTIE format?	— The SLP's goals and logic model — Resources on SMARTIE goals or other measurement methods

b. Articulates how each SLP goal relates to student and teacher data.

Guiding Questions:	Possible Sources of Evidence:
1. Is it clear why the goals were chosen based on current data? 2. Is it clear what data the goals are intended to change?	— Needs assessment data — Student achievement data in reading/language arts by subgroup

c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.

Guiding Questions:	Possible Sources of Evidence:
1. Are the goals relevant to and supportive of literacy-related legislation, standards, and initiatives? 2. Is there a state appropriation to implement the literacy initiatives? If so, is the appropriation described?	— Literacy-related initiatives, standards, and legislation — State demographic information — Needs assessment data — State appropriations documents

Developmental Level	Element
	a. Provides goals of the SLP and information on what the SLP will achieve.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	b. Articulates how each SLP goal relates to student and teacher data.
	Birth–Pre-K
	Grades K–5
	Grades 6–12
	c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.
	Birth–Pre-K
	Grades K–5
	Grades 6–12

Note: The "Developmental Level" column will automatically provide a drop-down menu to select the levels 0–4.

Step 2: Identify Potential Elements for TA

Developmental Level	Element
	a. Provides goals of the SLP and information on what the SLP will achieve.
1	Birth–Pre-K
3	Grades K–5
1	Grades 6–12
	b. Articulates how each SLP goal relates to student and teacher data.
2	Birth–Pre-K
2	Grades K–5
2	Grades 6–12
	c. Describes how the goals align with literacy-related legislation, standards, and initiatives within the state.
3	Birth–Pre-K
3	Grades K–5
3	Grades 6–12

Potential Elements for TA	
In the spaces below, indicate the elements with which your team may need TA.	
Birth–Pre-K	The SLP's goals include information on what the SLP will achieve, but they mainly focus on grades K–5. The state may need additional TA on incorporating birth through pre-K in the goals.

A TA request is included as an example.

SLP Self-Assessment Tool User Guide: Completion Status

Completion Status		
Component	**Completion Status**	**Component Link**
Component 1: Cover Page and Introduction	In progress	Go to component
Component 2: Infrastructure, Legislation, and Related Policies	Complete	Go to component
Component 3: Needs of Target Populations	Not started	Go to component
Component 4: Alignment of SLP With Other State Literacy Initiatives	Not started	Go to component
Component 5: Goals and Activities	Complete	Go to component
Component 6: Effective Evidence-Based Framework for Literacy Instruction	Not started	Go to component
Component 7: Implementation and Continuous Improvement at the Local Level	Not started	Go to component
Component 8: Continuous Improvement at the State Level	Not started	Go to component
Component 9: Resources and Tools	Not started	Go to component

5. Goals and Activities

Birth–Pre-K

The SLP's goals include information on what the SLP will achieve, but they mainly focus on grades K–5. The state may need additional TA on incorporating birth through pre-K in the goals.

Grades K–5

No TA is necessary.

Next Steps

- SLP Starter Kit, SLP Self-Assessment Tool and User Guide can be accessed at https://literacycenter.ed.gov (SLP Tools Tab).

- Recordings of these webinars and links to the resources will be distributed via email and posted on the center's website.

- Your assigned TA liaison will reach out to you about scheduling a one-on-one TA call to answer questions you have when working on the Starter Kit or your SLP self-assessment.

- On a rolling basis, the center will present SLP resources to help create and update comprehensive and effective SLPs.

- If you have any questions, please reach out to the CLSD National Literacy Center at 240-485-3621 or literacy@seiservices.com.

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