

2022 Comprehensive Literacy State Development (CLSD) Program National Convening

March 1–3, 2022



*Mapping Our Progress:
Advancing Literacy
in the Face of COVID-19*



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Agenda

- Grantee Presentations (30 minutes)
 - Louisiana
 - Ohio
 - Arkansas
- Small Group Discussions with Presenters (20 minutes)
- Debrief (5 minutes)

Debrief

- Please unmute yourself or use the chatbox to complete the phrase:

“I want people who weren’t in my small group to know....”

Louisiana

Shantell Lee, ELA Manager

Kyna Magaña, ELA Education Program Consultant

CLSD Grant Background

- **Implementation:**

- Currently in year 3, but year 2 of school system implementation through allocations.

- **Subgrantees:**

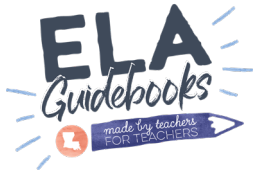
- 125 (56 single charters)

- **Key Goals:**

- Build the capacity of local leaders to support 600 high-need schools and early childhood sites to implement evidence-based literacy practices, including the use of evidence-based literacy interventions and opportunities with students and families.
- Improve the practice of 9,600 teachers in these high-need schools to implement evidence-based literacy practices, including the use of evidence-based literacy interventions, and opportunities with students and families.
- Increase the literacy outcomes for 240,000 children in these high-need schools.

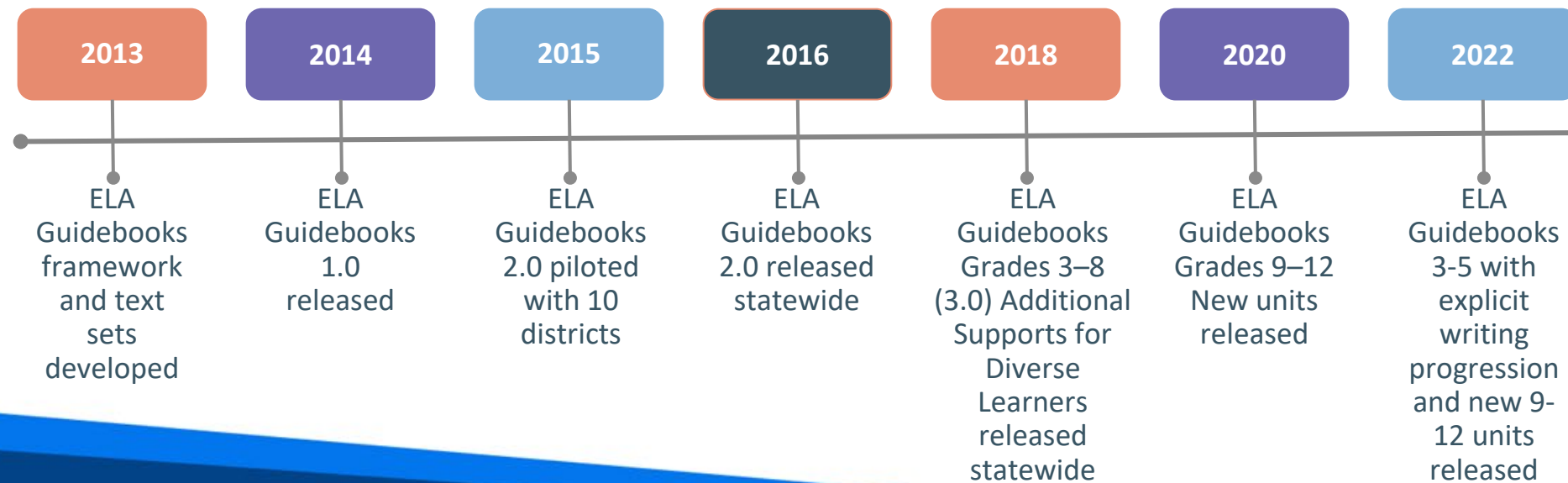
- **Key Strategies:**

- Evaluating high quality materials and professional development
- Literacy coach initiative to support teachers and leaders in implementing HQIM and HQPD
- Literacy intervention implementation to accelerate learning



Strategy in Focus

ELA Guidebooks is high-quality English language arts curriculum for whole-class instruction. It is made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts, ensuring their readiness for college or a career.



Barriers

- Educator & System Support
 - Competitive curriculum market
 - Timely implementation of educator feedback
- Product Development & Maintenance
 - Text availability
 - Digital Platform Maintenance
 - Team Capacity
- Virtual Learning / Hybrid Learning
 - Modifying content to fit distance learning needs
 - Distance Learning Companions
 - Collaborating with vendor, XanEDU, for digital updates

Facilitators

- Backwards Planning + Timelines
- Tracking goal progress
- Increasing capacity through external contractors
- Regularly scheduled meetings with stakeholders
- Identification of the roles and deliverables of each stakeholder
- Multiple reviews of materials

Lessons Learned

- Capacity
 - Some contractors resigned in the midst of the project which required the team to quickly identify how work could be redistributed.
- Timelines
 - The amount of reviews and revisions required for the project makes it more difficult to determine firm timelines. Every unit and designer has their own unique needs which impacts this timeline in unpredictable ways.
- Identify levels of expertise
 - Our site, the Louisiana Curriculum Hub, required a level of expertise that no one on the team had which required a team member to be exclusively trained on the system prior to product implementation.

Ohio Department of Education

Melissa Babcock, Adolescent Literacy Specialist

Jeremy Luke, Adolescent Literacy Specialist

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Ohio's CLSD Grant

Focus: Developing model literacy sites birth – grade 12 across Ohio's 16 regions

40 subgrantees

- 30 school districts and 10 early care and education programs
- 108 building-level sites

Ohio's CLSD Grant

Objectives

Up to 64 schools and early childhood education programs, located throughout Ohio's 16 regions, will attain Model Comprehensive Literacy Site status through **successful implementation of evidence-based language and literacy strategies and measurable change in teaching, leading and learning practices.**

A **regional literacy network** will be developed or enhanced in each of Ohio's 16 regions to promote and support additional ESCs, districts, schools and early childhood programs in utilizing the Department-developed resources and networking with the model literacy sites to adopt and implement evidence-based language and literacy strategies and demonstrate measurable change in teaching, leading and learning practices.

The Department will **develop statewide professional learning and resources for all programs in Ohio to access regarding birth-grade 12 comprehensive literacy instruction using evidence-based strategies**, including family literacy strategies and increasing educational options for students who have traditionally been underserved.

Strategy in Focus – Literacy Academy On Demand

- Webpage devoted to open, free and accessible professional learning for literacy
- Series of “micro-courses” covering key literacy topics
 - 30-45 minutes to complete
- Micro-courses are grouped by: Overview, K-5, 6-12, Leading Literacy
- Micro-courses contain:
 - Expert videos
 - Resources, graphics and tools
 - Guiding questions
- First round of courses available Spring, 2022

Barriers & Facilitators

- Barriers
 - Communicating need for comprehensive learning over just searching for strategies
 - Time to develop courses and coordinating with national experts
 - Lack of certification component
- Facilitators
 - Educational community is familiar with online learning
 - Need for professional learning is clear
 - Department Communications team is willing and able to support

Lessons Learned

- Think about how each professional learning opportunity fits into the bigger picture of quality literacy instruction and communicate to educational community
- High need for robust team to consult, create and revise micro-course content

Strategy in Focus – Communities of Practice

- Communities of practice for **administrators** and **coaches** at proposed model literacy sites.
- Monthly virtual sessions center on working through an identified problem of practice and allowing participants to problem-solve together following a consultancy protocol.
- *Example:* Grades 6-12 Administrators are focusing on developing quality walkthrough tools/processes and decision rules.

Barriers and Facilitators

- Barriers
 - Participation
 - District-level expertise
 - Stakeholders needed to effect change
- Facilitators
 - Common network structure across Ohio's literacy networks
 - Protocols and processes used to share issues and suggestions

Lessons Learned

- Support grantees in identifying common needs and next steps
- Consider connections to data, technical assistance and professional learning
- Foster trust and relationships among grantees and participants to encourage sharing areas of growth as well as challenges

Questions?

For more information on Ohio's literacy efforts, visit:
<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy>



Arkansas

Amy Counts, SOAR/CLSD Grant Director



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CLSD Grant Background

- **Year 3**
- **Subgrantees:** 120+ LEAs (mostly school buildings or districts)
- **Key Goals:**
 - Providing Access to High-Quality Instructional Materials (HQIM)
 - Providing Thru-Year Professional Learning (Coaching and Mentoring) for HQIM
 - Additional Supports for Secondary Students and Teachers
 - Build a Culture of Reading within Districts and Communities
- **Key Strategies:**
 - Leverage Partnerships Across Agency
 - Work Collaboratively with Current State Initiatives and Programs
 - Assess Needs through Collection of Data

Strategy in Focus

Leverage Partnerships & Collaboratively Work with Current Initiatives

Goal: Additional Supports for Secondary Students and Teachers

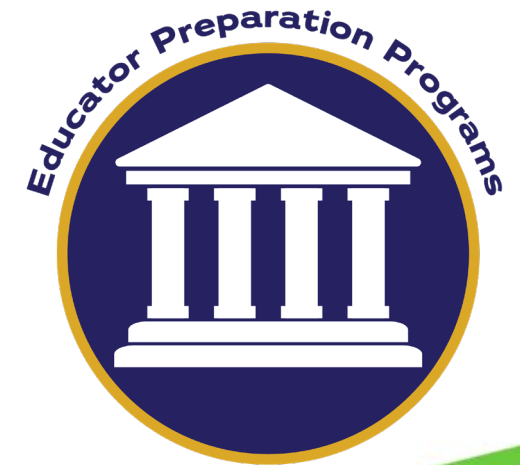
- **Partnership:** Institutes of Higher Learning
- **Current Initiative:** Reading Initiative for Student Excellence (RISE)

Arkansas State Literacy Team (Representation from 3 Institutes of Higher Learning – Public & Private)

- Assessed Needs
- Worked Collaboratively with Office of Educator Effectiveness & Licensure and the State Higher Education Literacy Council
- Provide Feedback on State Initiatives & Programs

Outcome: Development of Professional Learning Series Specific to Institutes of Higher Education

- Disciplinary Literacy and the Science of Reading; Target Audience: Content Professors in IHL
- Assessment and the Science of Reading; Target Audience: Reading Professors in IHL
- Research and the Science of Reading (In Process)
- Special Education and the Science of Reading (In Process)



Barriers

- Lack of Understanding of what Science of Reading looks like at Secondary Level
- Lack of Knowledge of the Science of Reading
- Delicate Relationship (Us vs. Them)
 - Communication
 - Seek Feedback, Inclusion
 - Learning & Growing Together

Facilitators

- Right to Read Act – Legislation
- Established Partnerships:
 - Deans Council thru the Office of Educator Effectiveness & Licensure
 - Higher Education Literacy Council
- Division of Higher Education housed within Arkansas Department of Education
- Personal: Understanding of Higher Education

Lessons Learned

- Inclusion of National Experts and those that can speak from the lens of Institutes of Higher Learning
- Tone
- Go Back in Time to 2017:
 - Inclusion of Higher Education from start of RISE



Reading Initiative for Student Excellence