

# Chapter 7: Literacy Partnerships

## ENDURING UNDERSTANDING

Literacy Partnerships are developed with schools, community-based organizations, and family literacy programs which have the mutual goal of supporting students to increase their reading achievement. Examples of these partnerships could include after-school programs, extra-time funded activities, Supplemental Educational Services, Family Literacy programs, migrant programs, and other initiatives that develop in the community to support reading achievement.

## DEFINITION

An educational partnership is defined as participants (e.g., state agencies, families, businesses, other districts, and community organizations) who have formed a mutually rewarding relationship to improve some aspect of education. The relationship of the partners must be based on the identification and acceptance of compatible goals and strategies. Successful partnerships are characterized by an exchange of ideas, knowledge, and resources.

## FOCUS

The coordination of federal, state, local, and grant funds addresses the needs of all children with interventions that address the literacy needs of students. In the context of a literacy partnership, it is likely that a partnership program will address:

- A broad grade range of participants.
- A broad range of student needs and strengths.
- All students who have a variety of educational challenges.

In addition, a literacy partnership will focus on time for leadership of the funded initiatives/ programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g., time, money, space, personnel). Finally, a literacy partnership will maximize the purchase of:

- Professional services to address students' needs; and
- Resources to address students' needs that can be shared among those working with students.

## COMPONENTS OF LITERACY PARTNERSHIPS

Many components need to be considered when developing literacy partnerships:

- ***Literacy Partner Staff and Volunteer Development*** – The literacy partner should have and implement a professional development plan for its staff and volunteers who will be working with students in a school.
- ***Roles and Responsibilities of the Literacy Partnerships*** – The role of the literacy partner is to provide interventions to enable students to develop the skills not yet acquired, skills

usually developed at an earlier grade level; and/or to provide opportunities to have supplemental practice in grade-level skills and applying them in authentic situations.

- ***Instructional Strategies Utilized by the Literacy Partner*** – It is expected that the literacy partners are coordinated and complementary to the instruction that students are receiving in the classroom.
- ***Literacy Partners Demonstrates Outcomes*** – Evidence is utilized to describe the role and value of having students spending time with the literacy partner staff and volunteers.
- ***Coordination of Resources*** – There are many sources of resources and funding to support the acquisition of literacy skills. In order to maximize the opportunities to address the needs of the greatest number of students, planning and collaboration are needed.
- ***Identification of Students and Families in Need*** – Given the capabilities of the literacy partner, match the partner with appropriate students and families.
- ***Community Resources to Support Students' Academic Achievement*** – Parents, community tutoring programs, and volunteers are resources in a community to assist helping students to acquire literacy skills.
- ***Program Evaluation*** – The evaluation of the program establishes a process, including schedule and method, for examining formative data to guide the design of the program utilizing the resources of the literacy partner.

As beneficiaries of a literate society, educators, parents, community organizations, businesses, and higher education are all stakeholders in the literacy development of children.

## ***Literacy Partnerships K–12 Self-Assessment Tool***

Literacy Partnerships are developed with schools, community-based organizations, and family literacy programs which have the mutual goal of supporting students to increase their reading achievement. Examples of these partnerships could include after-school programs, extra-time funded activities, supplemental educational services, family literacy programs, migrant programs, and other initiatives that develop in the community to support reading achievement. As schools review the needs of students and develop strategies for addressing students' needs, programs of the literacy partnerships could be viewed as a component of the reading program available to students in that school, or they could be viewed as a supplement to the reading program of the school. Thus, they would be supplementing the reading program of the school to provide additional time on activities practicing the skills being taught in the classroom.

### ***Goals of Coordinating Literacy Partnerships***

1. Coordination of federal, state, local, and grant funds to address the needs of all children with an intervention that will address their individual specific reading needs. In the context of a literacy partnership, it is likely that the program will address:
  - a. A broad grade range of participants.
  - b. A broad range of student needs and strengths.
  - c. All students who have a variety of educational challenges such as students with an IEP or ILP, students learning English, or students who need to demonstrate mastery of the ability to apply literacy knowledge and skills.
2. Time for leadership of the funded initiatives/programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g., time, money, space, personnel).
3. Maximize the purchase of:
  - a. Professional services to address students' needs;
  - b. Resources to address students' needs that can be shared among those working with students.

## Components of Literacy Partnerships

**A. Literacy Partner Staff and Volunteer Development** – The literacy partner should have and implement a professional development plan for its staff and volunteers who will be working with students in a school. Such a plan can ensure that the staff and volunteers are aware of their roles and responsibilities as well as competencies in using literacy materials and strategies with students. Such coordination provides consistency for students and additional opportunities for development and practice of literacy skills. There may be times that it is appropriate for teachers and literacy partner staff and volunteers to have the same professional development. At other times, the professional development may be simply coordinated to provide each with necessary knowledge and skills.

|   | Descriptors   | Meeting the Goal  | Approaching the Goal   | No Evidence   | Comments |
|---|---|---|--|---|----------|
| 1 | If staff and volunteers' responsibilities involve assessing students, the staff and volunteers receive training in reliable and valid assessments. Currently, in our partnership  | most staff and volunteers attend all training on assessments.   | some staff and volunteers attend some training on assessments.   | staff and volunteers do not attend trainings on assessments.  |          |
| 2 | If staff and volunteers' responsibilities involve assessing students, the staff and volunteers receive training in the administration and interpretation of assessments utilized in the school. Currently, in our partnership                               | staff and/or volunteers receive training in the administration and interpretation of assessments utilized in the school..                             | staff and/or volunteers occasionally training in the administration and interpretation of assessments utilized in the school.                                      | staff and/or volunteers do not receive training in the administration and interpretation of assessments utilized in the school.                                 |          |
| 3 | Staff and volunteers in an effective literacy partnership have a communication strategy for reporting student activities to the school while with the program. Currently, in our partnership  | staff and/or volunteers have a strategy that weekly communicates to the school the activities of the students while with the program.                 | staff and/or volunteers have a strategy that periodically communicates to the school regarding the activities of the students while with the program.              | staff and/or volunteers do not have a communication strategy for reporting student activities to the school while with the program.                             |          |
| 4 | Staff and volunteers' performance in an effective literacy partnership is evaluated to determine that staff and volunteers are competent and utilizing the materials appropriately. Currently, in our partnership   | staff and volunteers' performance is annually evaluated.  | staff and volunteers' performance is occasionally evaluated.   | staff and volunteers' performance is never evaluated.   |          |
| 5 | Staff and volunteers in an effective literacy partnership attend training in the literacy programs identified by the school and/or district that would be appropriate for the literacy partner to be using with the students. Currently, in our partnership | most staff and volunteers attend all training on the core reading program.  | some staff and volunteers attend some training on the core reading program.  | staff and volunteers do not attend trainings on the core reading program.   |          |
| 6 | Staff and volunteers in an effective literacy partnership attend training in the area of reading and SBRR strategies from professional developers approved by the district and/or the State. Currently, in our partnership                                  | most staff and volunteers attend all training in the area of reading and SBRR from professional developers approved by the district and/or the State. | some staff and volunteers attend some trainings from professional developers approved by the district and/or the State in the area of reading and SBRR strategies. | staff and volunteers do not attend trainings in the area of reading and SBRR strategies from professional developers approved by the district and/or the State. |          |

**B. Roles and Responsibilities of the Literacy Partnerships** – Since the school is responsible for the literacy program, the role of the literacy partner is to provide interventions to enable students to develop the skills not yet acquired, skills usually developed at an earlier grade level, and/or to provide opportunities to have supplemental practice in grade-level skills and to apply them in authentic situations.

|    | Descriptors  | Meeting the Goal   | Approaching the Goal   | No Evidence  | Comments |
|----|--|--|--|--|----------|
| 7  | The effective literacy partner provides practice to develop skills in which the struggling student has a deficit. Currently, our literacy partner                    | does provide practice to develop skills in which the struggling student has a deficit.   | sometimes provides practice to develop skills in which the struggling student has a deficit  | does not provide practice to develop skills in which the struggling student has a deficit  |          |
| 8  | The effective literacy partner provides context for the use of the reading skills. Currently, our literacy partner   | provides context for using the reading skills.   | sometimes provides context for using the reading skills.   | does not provide context for using the reading skills.   |          |
| 9  | The effective literacy partner provides time before and after school for at-risk students. Currently, our literacy partner   | provides extended time year round for at-risk students.  | provide extended time for part of the year for at-risk students.   | does not provide extended time for at-risk students.   |          |
| 10 | The effective literacy partner coordinates with the core reading instruction and other intervention programs in use at the school. Currently, our literacy partner   | coordinates with other reading instruction.  | shows evidence of limited coordination with other reading instruction.   | does not coordinate with other reading instruction.  |          |
| 11 | The effective literacy partner coordinates instruction with students' classroom teachers. Currently, our literacy partner  | does coordinate instruction with students' classroom teachers.   | shows evidence of limited coordination of instruction with students' classroom teachers.   | does not coordinate instruction with students' classroom teachers.   |          |
| 12 | The effective literacy partner utilizes assessment data gathered during the school year to inform the use of time with the students. Currently, our literacy partner | uses much of the assessment data gathered during the school year to inform the use of time when the literacy partner is with students. | uses some of the assessment data gathered during the school year to inform the use of time when the literacy partner is with students. | does not use assessment data gathered during the school year to inform the use of time when the literacy partner is with students. |          |

**C. Instruction Strategies Utilized by the Literacy Partner** – It is expected that the literacy partners are coordinated and complementary to the instruction that students are receiving in the classroom. It is expected that the literacy partner staff and/or volunteers are trained to implement the program to support students' acquisition of literacy skills.

|    | Descriptors   | Meeting the Goal  | Approaching the Goal  | No Evidence   | Comments |
|----|---|---|---|---|----------|
| 13 | The effective literacy partnerships are compatible with the students' home school's program. Currently, our literacy partners are                 | very compatible with students' home school's program.           | somewhat compatible with students' home school's program.           | not at all compatible with students' home school's program.           |          |
| 14 | The effective literacy partnerships are consistent with instructional methodology students have experienced. Currently, our literacy partners are | very consistent with the methodology students have experienced. | somewhat consistent with the methodology students have experienced. | not at all consistent with the methodology students have experienced. |          |
| 15 | The effective literacy partnerships address individual students' identified needs. Currently, our literacy partnership                            | addresses individual students' identified needs very well.      | somewhat addresses individual students' identified needs.           | does not address individual students' identified needs.               |          |

|           | <b>Descriptors</b>  | <b>Meeting the Goal</b>   | <b>Approaching the Goal</b>   | <b>No Evidence</b>  | <b>Comments</b> |
|-----------|---|---|---|---|-----------------|
| <b>16</b> | Staff and volunteers of an effective literacy partnership are trained in SBRR and are familiar with the objectives and lessons of the intervention and supplemental program to be used to support the literacy program. Currently,  | staff and volunteers are familiar with the objectives and lessons.  | staff and volunteers are somewhat familiar with the objectives and lessons.   | staff and volunteers are not familiar with the objectives and lessons.  |                 |
| <b>17</b> | Staff and volunteers of an effective literacy partnership understand the role of the interventions and supplemental programs aligned with the core reading program. Currently,  | staff and volunteers are aware of and understand the alignment of the intervention and supplemental programs with the core reading program. | staff and volunteers are aware of the alignment of the interventions and supplemental programs with the core reading program. | staff and volunteers are not aware of the alignment of the interventions and supplemental programs with the core reading program. |                 |
| <b>18</b> | Staff and volunteers of an effective literacy partnership know the materials necessary to provide intervention and supplementation to the core reading program. Currently,  | staff and volunteers are very familiar with the materials.  | staff and volunteers are somewhat aware of some of the materials.   | staff and volunteers are not familiar with the materials.   |                 |
| <b>19</b> | Staff and volunteers of an effective literacy partnership demonstrate effectiveness in using the intervention and supplemental materials aligned with the core reading program. Currently,  | staff and volunteers are effective in using the materials.  | some staff and volunteers are effective in using the materials.   | staff and volunteers do not effectively use the materials.  |                 |
| <b>20</b> | Staff and volunteers of an effective literacy partnership understand how the intervention and supplemental programs coordinate with the core reading program. Currently,  | all staff and volunteers understand the coordination.   | Some staff and volunteers understand the coordination.  | staff and volunteers do not understand the coordination.  |                 |
| <b>21</b> | Staff and volunteers of an effective literacy partnership are familiar with intervention and supplemental programs (who receives the instruction, how long the instruction lasts, what component is addressed, who delivers the instruction, where the instruction takes place, and what materials and training are needed). Currently, | staff and volunteers are familiar with the intervention and supplemental programs.  | some staff and volunteers are familiar with the intervention and supplemental programs.                                       | staff and volunteers are not familiar with the intervention and supplemental programs.  |                 |

**D. Literacy Partners Demonstrate Outcomes** – Evidence is utilized to describe the role and value of having students spending time with the literacy partner staff and volunteers. The evidence is likely to include an evaluation of students’ acquisition of literacy skills as well as student, parent, and teacher reports on the outcomes they have realized as a result of the time spent with the literacy partner. The evidence is also utilized to refine and adjust the programs and school’s strategies as a result of the outcomes realized.

|           | <b>Descriptors</b>   | <b>Meeting the Goal</b>  | <b>Approaching the Goal</b>   | <b>No Evidence</b>   | <b>Comments</b> |
|-----------|--|--|---|--|-----------------|
| <b>23</b> | The literacy partners provide evidence of the outcomes of their efforts and time with students. Currently, our literacy partner  | provides evidence describing the outcomes of students who have worked with the literacy partner. | provides some evidence describing the outcomes of students who have worked with the literacy partner. | does not provide evidence describing the outcomes of students who have worked with the literacy partner. |                 |
| <b>24</b> | The literacy partners demonstrate the outcomes of their role in supporting students’ acquisition of literacy skills by describing the progress individual students have made as a result of their efforts with the literacy partner. Currently, our literacy partner | shows evidence of supporting students in developing grade-level literacy skills.                 | shows evidence of some improvement in the literacy achievement of individual students.                | does not show evidence of improving the literacy achievement of individual students.                     |                 |

**E. Coordination of Resources** – There are many sources of resources and funding to support the acquisition of literacy skills. In order to maximize the opportunities to address the needs of the greatest number of students, planning and collaboration are needed.

|           | <b>Descriptors</b>   | <b>Meeting the Goal</b>   | <b>Approaching the Goal</b>  | <b>No Evidence</b>  | <b>Comments</b> |
|-----------|--|---|--|---|-----------------|
| <b>25</b> | To maximize the opportunities, funding is directed at common participants and is coordinated to maximize its impact on the participants. Currently, our partnership has  | multiple funding sources coordinated to deliver the program.  | multiple funding sources that are inconsistently coordinated to deliver the program. | multiple funding sources are not coordinated.   |                 |
| <b>26</b> | To maximize the opportunities, the program is delivered at the convenience of the participants. Currently, our partnership   | schedules at convenient times for all participants.   | schedules at a convenient time for most participants.                                | schedules at a time that is not convenient for participants.  |                 |
| <b>27</b> | To maximize the opportunities, staff and/or volunteers from multiple agencies have collaborated to implement the literacy partnership. Currently, in our partnership   | all the agencies seeking to serve the participants have collaborated to address the needs of the participants.                          | some of the agencies seeking to serve the participants have collaborated.            | a single agency is implementing the program.  |                 |
| <b>28</b> | To maximize the opportunities, the literacy partnership empowers the participants by recognizing their knowledge and skills and providing opportunities for participants to share their knowledge and skills with others involved in the program and/or the community. Currently, in our partnership | participants’ knowledge and skills are recognized, and participants are encouraged to share them with the program and/or the community. | participants’ knowledge and skills are recognized.                                   | participants’ knowledge and skills are not recognized, nor are there opportunities for outreach to the community. |                 |

**F. Personnel to Deliver Professional Development to Literacy Partnership Staff and/or Volunteers** – Training should be provided to Literacy Partnership staff and/or volunteers by a knowledgeable trainer who is qualified to provide information to all teachers in literacy instruction. This training must be grounded in scientifically based reading research and engage adult learners.

|           | <b>Descriptors</b>   | <b>Meeting the Goal</b>   | <b>Approaching the Goal</b>  | <b>No Evidence</b>  | <b>Comments</b> |
|-----------|--|---|--|---|-----------------|
| <b>29</b> | The professional development for the staff and/or volunteers of the Literacy Partnership is provided by a knowledgeable provider. Currently, in our literacy partnership   | all professional development is provided by a knowledgeable provider. | some professional development is provided by a knowledgeable provider.                     | professional development is not provided by a knowledgeable provider.                   |                 |
| <b>30</b> | The provider of professional development for the staff and/or volunteers of the Literacy Partnership addresses the needs of students and families who are eligible for the program. Currently, in our Literacy Partnership | individual needs of students and families eligible for the program.   | individual needs of the eligible students and families may be identified and/or addressed. | individual needs of the eligible students and families are not identified or addressed. |                 |

# **Self-Evaluation Form Literacy Partnerships—K–12**

## **Goals of Coordinating Literacy Partnerships**

1. Coordination of federal, state, local, and grant funds to address the needs of all children with an intervention that will address their individual specific reading needs. In the context of a literacy partnership, it is likely that the program will address:
  - a. A broad grade range of participants;
  - b. A broad range of student needs and strengths,
  - c. All students who have a variety of educational challenges such as students with an IEP or ILP, students learning English, or students who need to demonstrate mastery of the ability to apply literacy knowledge and skills.
2. Time for leadership of the funded initiatives/programs to meet to review program goals, strategies, students served, and efficiencies possible (e.g. time, money, space, personnel).
3. Maximize the purchase of:
  - a. Professional services to address students' needs;
  - b. Resources to address students' needs that can be shared among those working with students.

## **Components of Literacy Partnerships**

### **Check One for Each Component:**

MG: Meeting the Goal; AG: Approaching the Goal; NE: No Evidence

#### **A. Literacy Partner Staff and Volunteer Development**

MG    AG    NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

#### **B. Roles and Responsibilities of the Literacy Partnerships**

MG    AG    NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

#### **C. Instruction Strategies Utilized by the Literacy Partner**

MG    AG    NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

#### **D. Literacy Partners demonstrate Outcomes**

MG    AG    NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**E. Coordination of Resources**

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

**F. Personnel to Deliver professional Development to Literacy Partnership Staff and/or Volunteers**

MG  AG  NE

Explanation/Next Steps: \_\_\_\_\_  
\_\_\_\_\_

