Striving Readers Comprehensive Literacy (SRCL) and Comprehensive Literacy State Development (CLSD) Programs
National Convening
March 15–18, 2021

Using Culturally Responsive Practices to Support Equitable Literacy Outcomes
This presentation contains examples and resource materials that are provided for the user’s convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.
Literacy Network of Kansas

Kimberly Muff, KSDE LiNK Project Director
Dr. Suzanne Myers, LiNK Consultant
Dr. Amber Rowland, LiNK Consultant

Using Culturally Responsive Practices to Support Equitable Literacy Outcomes
SRCL Project Overview

• Literacy Network of Kansas
• 8 Subgrantees (32 school districts with 190 schools)
• $27,042,948
• Meet the literacy and language needs of disadvantaged children, including English learners, students with disabilities, and students from economically disadvantaged backgrounds from birth through grade 12.
SRCL Project Outcomes

• **Measure 1** – Impact on literacy at the family and community levels.

• **Measure 2** – Impact on four-year-old oral language growth.

• **Measure 3** – Impact on building capacity to implement and sustain evidence-based practices.

• **Measure 4** – Impact on data-driven decision-making.

• **Measure 5** – Impact on literacy growth, especially for prioritized groups.
Project Bright Spot

• Instructional Coaching – Required for each project, but choice in delivery of coaching model.

• All measures were able to show gains from influence of instructional coaching –
  • Family and Community – especially with birth to age 5
  • Evidence-based Practices
  • Instructional decisions based on data (student outcomes)
  • Local Literacy Growth
Project Bright Spot

• Local models of instructional coaching –
  • In-district with full-time coaches and coaching cycles
  • Regional consultants shared by districts
  • Peer Triads
  • Virtual

• Evidence of success-
  • IC guides with evidence-based practices
  • Positive teacher response to IC
  • Observation and walkthrough data
  • Sustainability of ICs for all models
Lessons Learned

• Statewide Measurement Plan: *Set a statewide plan to measure implementation progress and develop the tools to measure – surveys, local literacy plans, student outcome results*

• Consider that local implementation may differ, but measure progress with statewide tools:
  • IC survey
  • Data Decision survey
  • Local Literacy Plans with Target Student Outcomes
Next Steps

• All IC delivery modes will continue beyond the grant:
  • In-district with full-time coaches and coaching cycles
  • Regional consultants shared by districts
  • Peer Triads
  • Virtual

• Sustainability efforts:
  • IC guides with evidence-based practices
  • Coaches mentoring coaches
  • Asynchronous professional development created by ICs
Web Resources to Share

• Our partner website
  • https://www.litnetks.org/

• Year Two Summary
  • LiNK YR 2 Summary

• Year Two Annual Report  (IC highlighted on pp. 10-11, 15, 20-21)
  • LiNK YR 2 Annual Report

• LiNK Logic Model
  • LiNK Logic Model