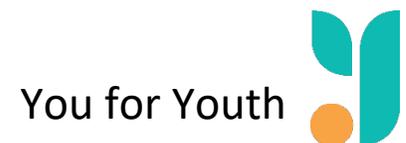




Implementation Checklist

Literacy



This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department or the contractor. Learn more about literacy and 21st CCLC learning at <https://y4y.ed.gov>.



Implementation Checklist

Use this planning checklist to document how you will implement high-quality literacy activities. It will help you focus on the steps and areas needed to have a successful experience.

Check the box for each section as you complete it.

- Step 1: Build A Program Team**
 - Identify Potential Team Members
 - Engage Program Team Members
- Step 2: Conduct a Needs Assessment**
 - Collect Data
 - Develop Needs Assessment Statements
- Step 3: Develop SMART Goals**
 - Set Program SMART Goals
- Step 4: Plan Logistics**
 - Budget
 - Space
 - Time
 - Materials
 - Staff Training
- Step 5: Intentionally Design Activities**
 - Activity Types
 - Four Components of Literacy
- Step 6: Intentionally Recruit Students**
 - Identify and Recruit Students
- Step 7: Recruit High-Quality Staff and Partners**
 - Recruit and Retain Staff
 - Recruit Partners
- Step 8: Engage Families**
 - Recruit Families
 - Develop Family Activities
- Step 9: Ensure Fidelity of Implementation**
 - Adherence, Dosage, Engagement, Delivery
- Step 10: Celebrate**

This document is in the public domain. Authorization to reproduce it in whole or in part is granted. This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-008. The views expressed here are not necessarily those of the Department or the contractor. Learn more about literacy and 21st CCLC learning at <https://y4y.ed.gov>.





Implementation Checklist

Step 1: Build a Program Team

Building a solid program team is critical to the success of your literacy initiative. Team members will provide essential subject matter knowledge and should assist with securing materials and developing activity and training plans.

Tip: To get buy-in from school-day leaders, set up meetings with each to discuss the importance of connecting your out-of-school time literacy program with school-day learning and student needs. Try to meet with each leader below, starting with the English language arts/literacy head or reading specialist.

When building your program team, ask yourself these questions:

- Who are your stakeholders?
- What role does each stakeholder play?
- Why is each individual or stakeholder role important to the work?

Potential Team Members

Below are individuals who could be part of your program planning team. Select the roles you would like to invite to assist with literacy activity planning. If you have ideas for other role groups, list them in the “Others” section.

- | | |
|---|---|
| <input type="checkbox"/> Site Coordinators | <input type="checkbox"/> Special Education Teachers |
| <input type="checkbox"/> Teachers/Administrators | <input type="checkbox"/> Students |
| <input type="checkbox"/> Reading Specialist | <input type="checkbox"/> Families |
| <input type="checkbox"/> Reading Coach | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> School/Community Librarian | <input type="checkbox"/> Others: _____ |
| <input type="checkbox"/> Community Organizations and Partners | <input type="checkbox"/> Others: _____ |

Engage Team Members

Once you have your planning team together, you need to keep them active and engaged in your literacy activity planning. Check the responsibilities you plan to give to each team member.

Teachers/Administrators

- Provide guidance and support for literacy activities.
- Assist in developing activities.
- Provide accurate test score and reading behavior information.
- Establish out-of-school time program buy-in at the school level.





Implementation Checklist

Reading Specialist

- Provide guidance and support for literacy activities.
- Offer subject matter expertise in the four components of literacy.
- Train staff on essential literacy concepts and teaching techniques.
- Suggest effective and accessible books and materials.
- Offer ideas for connecting with school-day literacy initiatives.

Reading Coach

- Provide guidance and support for literacy activities.
- Offer ideas for connecting with school-day literacy initiatives.
- Consult on alternative teaching and learning methods for activities.

School/Community Librarian

- Provide guidance and support for literacy activities.
- Provide data to guide text and other reading material selection.
- Help to identify relevant and effective software for literacy activities.

Special Education Teachers

- Identify modifications and supports for students with disabilities.
- Consult on alternative teaching and learning methods for activities.
- Recommend specific classroom management techniques.

Community Organizations and Partners

- Provide ideas and/or resources for literacy activities.
- Procure books and other reading materials.

Family Members

- Help identify family needs.
- Recruit other families for literacy events and focus groups.

Students

- Provide student voice for text and other reading material selection.
- Help to identify student needs.

For more information on identifying program team members, see Step 1 of the Y4Y ***Continuous Education Through 21st CCLC Activities*** course.





Implementation Checklist

Step 2: Conduct a Needs Assessment

Collect Data

There are three types of data you'll use to assess the needs of your students: school-level data, student-level data and student voice data. Use the checklist below to plan for and track data collection.

School-Level Data

- School report cards
- State assessment reports
- School attendance
- Other: _____

Student-Level Data

- Student assessment data
- Teacher surveys
- Student report cards
- Other: _____

Student Voice Data

- Surveys
- Informal conversations
- Other: _____

Use the Y4Y ***Conducting Your Program Needs Assessment, Developmental Stages of Reading, Literacy Focus Groups*** and ***Reader Questionnaire (for students)*** tools to help you organize and capture needs assessment data.

Develop Needs Assessment Statements

Needs assessment statements define your students' needs and provide you with starting points for developing high-quality literacy activities. After identifying relevant data, use the space below to practice writing needs assessment statements.

Example Needs Assessment Statement:

Only 45% of seventh-grade students met standards on the state English language arts assessment.

Sample Needs Assessment Statement 1:



Implementation Checklist

Sample Needs Assessment Statement 2:

Sample Needs Assessment Statement 3:

Sample Needs Assessment Statement 4:

For more instruction on how to conduct a needs assessment, visit Step 2 of the Y4Y *Continuous Education Through 21st CCLC Activities* course.

Step 3: Develop SMART Goals

Set Program SMART Goals

After identifying your needs and writing needs assessment statements, you can write goals for your literacy program. These goals should be SMART: specific, measurable, achievable, relevant and time bound. Develop SMART goals based on the above needs assessment statements:

Program SMART Goal 1:

Program SMART Goal 2:

Program SMART Goal 3:

Program SMART Goal 4:

Use the Y4Y *Program and Activity SMART Goals* tool to document program and activity SMART goals.

This document is in the public domain. Authorization to reproduce it in whole or in part is granted. This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-008. The views expressed here are not necessarily those of the Department or the contractor. Learn more about literacy and 21st CCLC learning at <https://y4y.ed.gov>.





Implementation Checklist

Step 4: Plan Logistics

Review the five logistical elements below when planning literacy activities, and check any items you need to discuss with your program team.

Budget

- What activities are on your calendar and what staff will you need to lead those activities?
- What supplies and materials are needed for each activity?
- Can any partners provide in-kind donations of materials?
- Can school-day partners provide or share materials to offset costs?
- Will any activities require transportation?
- Do you have any partners who will provide volunteers?
- Will families need child care during family literacy events?
- Will you need to charge fees for any activities or materials?

Space

- Identify quiet locations for individual and group reading.
- Determine any technology requirements during planning.
- Discuss space with facility/maintenance supervisor if necessary.
- Determine space requirements early in activity planning.

Time

- Identify current academic programming that can be modified to include literacy instruction.
- Work with school-day staff to extend relevant literacy activities afterschool.
- Develop an annual or summer activity schedule.
- Schedule family literacy events.

Materials

- Develop relationships with school-day staff to obtain access to materials.
- Identify software for any online or computer-based activities.
- Work with partners to obtain free or low-cost materials.

Staff Training

- Identify staff content knowledge needs.
- Develop a professional learning schedule.
- Work with school-day partners to get your staff involved in training opportunities.



Implementation Checklist

Step 5: Intentionally Design Activities

Activity Types

You will design at least two basic types of instructional activities for literacy: explicit and embedded. Use the descriptions below to distinguish between the two and start thinking about how to implement new literacy activities into your program schedule.

Explicit instruction focuses on the direct teaching and learning of literacy concepts and skills. For example, a lesson on the process of sounding out words is an *explicit* activity.

Embedded instruction focuses on the practice and development of literacy concepts and skills within another academic activity or routine. For example, working through the process of sounding out the words in a science text is an *embedded* activity.

Four Components of Literacy

When you design explicit and embedded literacy activities, you'll have them address one or more of the four components of literacy. Use the space below to brainstorm activity ideas.

Reading: The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Writing: The process of recording language graphically by hand or other means, as by letters, logograms and other symbols.

Speaking: The act of communicating through producing oral-aural language.

Listening: The act of understanding spoken language.





Implementation Checklist

Use the *Standards to Practice Planning Tool* and *Literacy Anchor Standards* for assistance with planning activities aligned to designated standards and get more ideas from the *More Literacy Activity Ideas* tool.

Step 6: Intentionally Recruit Students

Identify and Recruit Students

If your program has space to enroll new students into your literacy initiative, you can be intentional about how you recruit those students. Use this checklist to identify ways to connect with students who would most benefit from your program.

- Send out a newsletter highlighting your program’s literacy accomplishments.
- Ask school-day teachers to advertise your program to students and families.
- Advertise literacy program openings on your school/organization website.
- Share program schedule with school-day teachers and ask them to identify students who would benefit from the additional literacy instruction.
- Hold meetings with families and explain the benefits of your program’s literacy initiative.

Step 7: Recruit High-Quality Staff and Partners

Recruit and Retain Staff

You want to start by recruiting staff members who have backgrounds in literacy or English language arts, such as teachers or current college students. Use this checklist to identify locations or groups where you can find candidates.

- Schools
- Community Library
- Local Book Clubs
- Adult Education Programs
- Program Families
- Local Colleges
- Other: _____
- Other: _____





Implementation Checklist

Not every staff member needs to have a background in literacy, but all will need training in literacy concepts. Use this space to record concepts and topics that will be priorities for your staff.

- _____
- _____
- _____
- _____
- _____

Recruit Partners

Use this checklist to identify strategies for recruiting partners to help with literacy activities.

- Use needs assessment data.
- Identify partners with shared goals.
- Leverage current school-day and family connections.
- Solicit community organizations and businesses for material donations.
- Other: _____
- Other: _____
- Other: _____

Step 8: Engage Families

Recruit Families

Identify ways to get families involved in your program to increase levels of engagement. Use this checklist for strategies and ideas to get families involved with your program.

- Develop a family newsletter/flyer.
- Ask families to volunteer with the program.
- Solicit donations of books and other activity materials.
- Host an event discussing a family's role in child literacy development.
- Create a welcoming program environment.
- Other: _____
- Other: _____





Implementation Checklist

Develop Family Activities

Consider your families' needs and schedules when developing a family activity plan. Use this checklist to choose which types of activities you would like to implement.

- Family literacy nights
- Parent/family skill workshops
- Used book drives for families
- English learning classes
- Other: _____
- Other: _____

Use the *Family Literacy Event Planning Checklist* when you plan and design events.

Step 9: Ensure Fidelity of Implementation

Measure Fidelity: Adherence, Dosage, Engagement, Delivery

When measuring fidelity, ask yourself the following questions. Check each question you'd like to ask your program team as they start to monitor and improve activities.

- What are you adhering to?
- How should activity sessions look for the students? For the facilitators?
- What does student engagement look like?
- Are activity leaders prepared? Do they understand the content?
- When will observations take place, and how will the findings be shared?
- What tools will you use to measure fidelity of implementation?
- What will you use to measure student success?
- Other: _____
- Other: _____

Use the *Activity Observation Checklist* from the Y4Y Summer Learning course when measuring for fidelity.





Implementation Checklist

Step 10: Celebrate

Always take time to celebrate your successes! Use this list to record ideas you'd like to incorporate when celebrating your program outcomes.

- Hold a family night to showcase student work and get family perspectives on improvements made during the program term.
- Set up a book or bookmark “creation station” where students and families create materials to take home.
- Exhibit student work by sharing writing projects or a Reader’s Theater play.
- Create a flyer or report of successes as a takeaway for attendees to share or to motivate potential funders to support and sustain your program.
- Other: _____
- Other: _____
- Other: _____

This document is in the public domain. Authorization to reproduce it in whole or in part is granted. This resource was funded by the U.S. Department of Education in 2019 under contract number ED-ESE-14-D-008. The views expressed here are not necessarily those of the Department or the contractor. Learn more about literacy and 21st CCLC learning at <https://y4y.ed.gov>.

