



# Ready *for* STAR Guide

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**LEARN ABOUT STAR**

**1**

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**ASSESS FUNDING AND POTENTIAL RETURN  
ON INVESTMENT**

**2**

---

**SELECT A STAR SERVICE PACKAGE**

**3**

---

**ESTABLISH A CONTRACT FOR STAR SERVICES**

**4**

---

**ASSEMBLE YOUR LEADERS**

**5**

---

**PLAN FOR SUCCESS**

**6**

---

**SELECT YOUR STAR SITES**

**7**

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**SCHEDULE STAR TRAINING**

**8**

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# 1 LEARN ABOUT STAR

**How can STAR make evidence-based reading instruction (EBRI) part of your state's adult basic education classrooms?**

- Web-based tools translate reading research into practice
- High quality training and technical assistance build capacity for reading reform.

## 1.1 Fact Sheet

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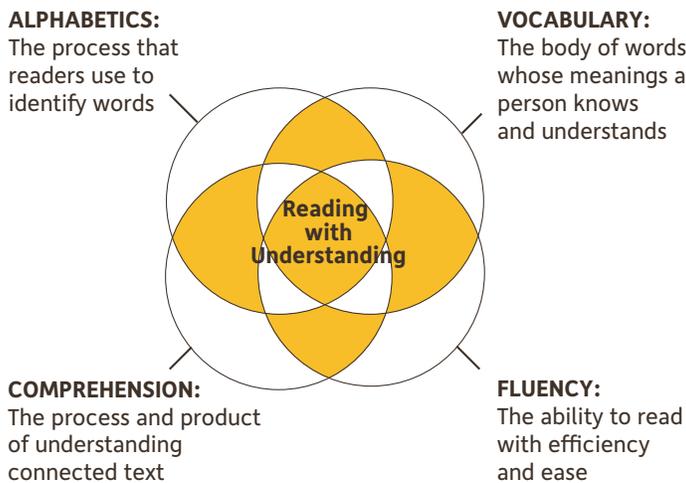
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# 1.1 Fact Sheet

## ADULT LEARNERS READING TO ACHIEVE

The U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) is committed to improving the quality of reading instruction in adult basic education (ABE) classrooms. Student Achievement in Reading (STAR) was created to assist states and local programs in making systemic and instructional changes required to improve the reading achievement of intermediate-level adult learners (GLE 4.0-8.9) in ABE. STAR provides teachers and administrators with Web-based tools that translate reading research into practice and high quality training and technical assistance to build capacity for reading reform. This means supporting state leaders, school administrators, and teachers in making reading a priority.

Given the multiple demands in adult learners’ lives, it is important to use instructional methods that work. Keeping adult learners’ needs in mind, STAR focuses on implementing evidence-based practices to provide adults with the reading skills they need to achieve their goals in school, the workplace, and their daily lives.



## WHAT WORKS IN TEACHING ADULTS TO READ

A growing body of research points to what can work in teaching adults to read. Evidence-based reading instruction (EBRI) integrates findings from the best available empirical research with professional wisdom to maximize the impact of classroom practice on learners’ reading achievement. EBRI requires teachers to use diagnostic assessments to identify the individual strengths and weaknesses of their learners and to target reading instruction accordingly. Teachers help students improve their skills in the key components of reading by explaining new concepts, modeling strategies, and providing many opportunities for learners to practice.

## TOOLS TO IMPROVE READING OUTCOMES FOR INTERMEDIATE-LEVEL LEARNERS

The STAR Tool Kit – a comprehensive package of instructional and assessment materials, related training, and on-site and virtual technical assistance – was pilot-tested in six states and is now available to all states and local programs through the National STAR Training Network.

The STAR Tool Kit offers a range of resources that are useful to both teachers and administrators, such as:

- 1 A multimedia introduction to the key components of evidence-based reading instruction;
- 2 Tips, techniques and tools for conducting diagnostic assessments;
- 3 Strategies and activities for teaching alphabets, vocabulary, fluency and text comprehension;
- 4 Guidance on how to plan instruction to meet individual learners’ reading needs; and
- 5 Planning tools and strategies to prepare your organization for success with implementing EBRI.

“Introducing the science of how to teach reading to adults means that teachers can be more efficient and more targeted in how they’re instructing adults so that they can meet their goals and move on to the next step that they need to take in their lives.”

- Cheryl Keenan, Director of Adult Education and Literacy, U.S. Department of Education

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“ The more you focus on reading, the more you learn to love to read and the more you can do. ”

- Arne Duncan,  
U.S. Secretary of Education

## STAR TRAINING AND TECHNICAL ASSISTANCE

The STAR Network offers a number of training and technical assistance options that can be tailored to the needs of your state and local programs. STAR training and technical assistance packages are available for states to purchase.

STAR training and technical assistance are designed to support teachers and administrators in acquiring the knowledge and skills required to successfully implement EBRI in their classrooms and programs. Expert trainers offer explicit instruction in new skills and concepts. All training modules are designed to ensure that participants have ample opportunity to practice and reflect on what they have learned in a supportive and collegial setting. STAR leverages technology and the expert knowledge of its national training cadre to deliver on-demand virtual and on-site technical assistance. STAR technical assistance options include:

- Web-based chats
- Conference calls with expert trainers
- Site visits and classroom observations
- Instructional demonstration videos

## STAR NATIONAL TRAINING AND TECHNICAL ASSISTANCE PACKAGE

A training that includes training institutes, online learning and site-based technical assistance. This package is available to any state or partnership of two or more states.

## STAR TRAINER CERTIFICATION PACKAGE

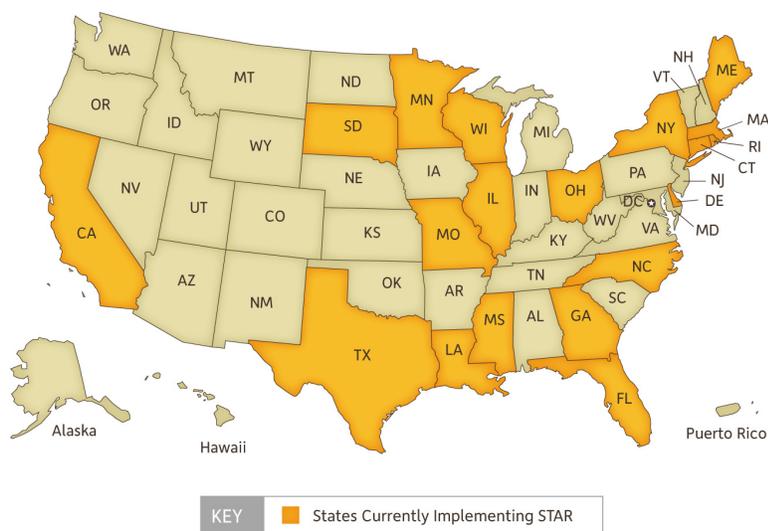
A year long certification process that enables partner states to develop certified State Trainers equipped with the necessary knowledge and skills to provide STAR training and technical assistance to new and existing STAR programs. This package is available to STAR partner states.

## PARTNER STATE EXPANSION PACKAGE

A co-training that utilizes a state's certified trainer(s) and one National Trainer to help partner states expand STAR further and faster across more programs at a reduced cost. This package is available to STAR partner states.

## STAR COACHING PACKAGE

A trainer support for State Trainer certification candidates through onsite coaching, co-training and technical assistance, as well as STAR Training and Technical Assistance for new participants at a reduced cost. This package is available to STAR partner states.



## TO LEARN MORE

To learn more about EBRI and how STAR can help you improve outcomes for your intermediate-level adult learners, contact [projectstar@kratoslearning.com](mailto:projectstar@kratoslearning.com).

## 2 ASSESS FUNDING AND POTENTIAL RETURN ON INVESTMENT

### Would STAR benefit your state? Things to consider:

- What is your current level of investment in professional development to improve instruction and learner outcomes?
- Is your current investment improving student learning?
- Has your investment in improving reading instruction had a positive effect on adult reading achievement?
- What are your goals for improving outcomes for adult reading students?
- Will investing in a professional development program on EBRI help you meet your goals for improving learner outcomes?

### 2.1 Is STAR a Good Investment for Your State?

### 2.2 Comparison Chart

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STEP  
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## 2.1 Is STAR a Good Investment for Your State?

To decide whether a new professional development training package would benefit your state, you need to consider your current level of investment in professional development, and whether it is working.

Before investing in a STAR Tool Kit and training package, consider:

- Your current level of investment in professional development to improve instruction and learner outcomes
- Whether your current investment is improving student learning
- Whether your investment in improving reading instruction has had a positive effect on adult reading achievement
- Your goals for improving outcomes for adult reading students
- Whether investing in a professional development program on evidence-based reading instruction would help you meet your goals for improving learner outcomes

If your current professional development investment is not producing improvements in student learning, you may want to invest in STAR training and technical assistance, which will give your state access to invaluable tools and services including:

- High-quality training institutes delivered by experts
- Tips, techniques and tools for conducting diagnostic reading assessment
- Strategies and activities for teaching alphabetics, vocabulary, fluency and text comprehension
- Guidance on how to effectively plan instruction to meet learners' needs
- Planning tools to help you successfully implement evidence-based reading instruction
- Customized technical assistance to ensure that the STAR Tool Kit and training package improves reading achievement in your state and local Adult Basic Education programs

## 2.2 Comparison Chart

Compare STAR Costs to Other Professional Development Investments

Teacher Costs for Professional Development	Per Hour	Per Institute	Per Year
<b>STAR Training</b> (6 days of training + 13.5 days of technical assistance)	\$18.87	\$301.99	\$905.97
<b>Two-Day Reading Workshop</b> (registration + materials)	\$49.38	790.00	n/a
<b>Three-Day National Literacy Conference</b> (2 per year)	\$51.13	\$1,277.00	\$2,454.00
<b>Graduate Course in Reading</b> (2 courses per year)	\$39.44	\$1,538.00	\$3,076.00

# 3 SELECT A STAR SERVICE PACKAGE

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STEP  
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Which STAR service package suits your state's professional development needs?

## 3.1 National Training and Technical Assistance

A training model that includes training institutes, online learning and site-based technical assistance.

*This package is available to any state or partnership of two or more states.*

## 3.2 Trainer Certification

A year long certification process that enables partner states to develop certified State Trainers equipped with the necessary knowledge and skills to provide STAR training and technical assistance to new and existing STAR programs.

*This package is available to STAR partner states.*

## 3.3 Partner State Expansion

A co-training model that utilizes a state's certified trainer(s) and one National Trainer to help partner states expand STAR further and faster across more programs at a reduced cost.

*This package is available to STAR partner states.*

## 3.4 Coaching

A trainer support model for State Trainer certification candidates through onsite coaching, co-training and technical assistance, as well as STAR National Training and Technical Assistance for new participants at a reduced cost.

*This package is available to STAR partner states.*

**Contact us** to speak with an expert advisor.

States may also incur **other costs** during and after STAR institutes.

## 3.1 National Training and Technical Assistance

### DESCRIPTION

The STAR Reading Tool Kit describes evidence-based practices in the four major components of adult reading instruction: alphabets, fluency, vocabulary and comprehension. The Tool Kit and training package provide assessment and instructional tools related to each of the components.

The instructional practices outlined in the Tool Kit are aimed at teachers of intermediate-level Adult Basic Education students (Grade Level Equivalent 4.0-8.9 and NRS Levels 3 and 4). STAR training provides adult reading instructors with ideas and tools they can use in the classroom to improve student learning.

Kratos and our subject matter experts, Mary Beth Curtis, Jane Meyer, and Becki Lemke are the developers of the STAR training package.

This package features three, two-day, in-state institutes on diagnostic assessment and evidence-based reading instruction for 45 participants and 13.5 days of onsite and offsite technical assistance.

### AVAILABILITY

This package is available to any state or partnership of two or more states.

### PRICE

Pricing will fall into a range of \$40,796 - \$50,356. Kratos Learning will finalize pricing after trainers and training locations have been selected.

### TRAINING LENGTH

Kratos Learning will deliver the STAR National Training and Technical Assistance Package over a period of 12 months.

### PACKAGE FEATURES

- Three, two-day training institutes delivered by two National Trainers
- Travel and hotel accommodations for the two National Trainers for three in-state training visits
- Travel for each trainer for the in-state training institutes
- Preparation time for each trainer
- Pre-workshop coordination with the state for training institutes
- 60 hours of training delivery on site for each trainer as well as training setup and closure
- Travel and hotel accommodations for one National Trainer to make two three-day in-state visits for delivery of technical assistance
- 40 hours of off-site technical assistance to the state and local programs participating in the STAR training
- 36 hours of onsite technical assistance visits to the state and local programs participating in the STAR training
- Printed training materials for 45 participants
- 45 licenses for the online STAR Tool Kit with no expiration date
- Access to training follow up materials that can be used in between training sessions to aid in classroom and program implementation

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STEP

## 3.2 Trainer Certification

### DESCRIPTION

This package gives partner states the opportunity to expand and sustain STAR within their state by developing STAR State Trainers. It features a Training of Trainers (TOT) kickoff event, coaching support for candidates and an online portfolio to manage candidate's certification activities. Upon completion of the certification process, the State Trainers will have the knowledge and skills necessary to train and provide technical assistance to new STAR programs as well as grant Tool Kit access to trainees.

The price includes all training and materials for up to four state-nominated trainer candidates. The price does not include the participants' travel and accommodations for the TOT event or the participants' costs for studying, preparing documentation, training and providing technical assistance.

National STAR Trainer Certification must be purchased through the state – individual teachers and/or programs are not eligible to nominate candidates for this process. Please review the [Certification Overview](#) for further details.

### AVAILABILITY

This package is available to STAR partner states.

### PRICE

1 person	\$3,919
2 people	\$6,479
3 people	\$9,358
4 people	\$12,238

### TRAINING LENGTH

Trainers will become STAR certified within a period of 12 months.

### PACKAGE FEATURES

- Three-day Training of Trainers (TOT) delivered by several National Trainers
- Coaching support and evaluation for each candidate
- Online certification portfolio
- All training materials for candidates
- Access to training follow up materials that can be used in the certification process and to aid in classroom and program implementation

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STEP

## 3.3 Partner State Expansion

### DESCRIPTION

Partner states will receive the STAR National Training and Technical Assistance Package at a reduced cost. The price includes all training and materials for the 45 participants and all travel and associated costs for one National Trainer who will co-deliver the training with the state's certified STAR trainer(s). The State Trainer(s) will be designated as the state's lead technical assistance provider with support from the National Trainer.

#### AVAILABILITY

This package is available to STAR partner states who have a certified State Trainer.

#### PRICE

Pricing will fall into a range of \$16,695 - \$21,360. Kratos Learning will finalize pricing after trainer and training locations have been selected.

#### TRAINING LENGTH

Kratos Learning will deliver the Partner State Expansion Package over a period of 12 months.

#### PACKAGE FEATURES

- Three, two-day training institutes delivered by a National Trainer (co-training with the State Trainer)
- Travel and hotel accommodations for the National Trainer for three in-state training visits
- 36 hours of travel for the National Trainer for the in-state training institutes
- 24 hours of preparation time for the National Trainer
- 6 hours of pre-workshop coordination with the state for training institutes
- 60 hours of training delivery on site for the National Trainer as well as training set-up and closure
- 18 hours of follow-up post training
- Printed training materials for 45 participants
- 45 licenses for the online STAR Tool Kit with no expiration date
- Access to training follow up materials that can be used in between training sessions to aid in classroom and program implementation

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## 3.4 Coaching

### DESCRIPTION

State Trainer certification candidates will receive additional coaching support from a National Trainer as well as STAR National Training for new programs in their state. This package allows states to provide their candidates with additional professional development while simultaneously expanding STAR further and faster within their states.

The price includes all training and materials for 45 participants and all travel and associated costs for one National Trainer who will provide on-site coaching during institutes, co-deliver pieces of the training to model training techniques and provide virtual technical assistance between institutes to the state's trainer certification candidate(s).

### AVAILABILITY

This package is available to STAR partner states.

### PRICE

Pricing will fall into a range of \$20,761 - \$26,405. Kratos Learning will finalize pricing after trainer and training locations have been selected.

### TRAINING LENGTH

Kratos Learning will deliver the Coaching Package over a period of 12 months.

### PACKAGE FEATURES

- Three, two-day training institutes delivered by a National Trainer (co-training with the state's trainer certification candidate)
- Travel for the trainer for the in-state training institutes
- Preparation time for the National Trainer
- Pre-workshop coordination with the state for training institutes
- 60 hours of training delivery on site for the trainer as well as training set-up and closure
- Travel and hotel accommodations for the National Trainer to make one in-state visit to assist the state's trainer certification candidate in delivering technical assistance
- 35 hours of coaching and technical assistance to the state and local programs participating in the STAR training
- Printed training materials for 45 participants
- 45 licenses for the online STAR Tool Kit with no expiration date
- Access to training follow up materials that can be used in between training sessions to aid in classroom and program implementation

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# 4 ESTABLISH A CONTRACT FOR STAR SERVICES

Network staff can help you establish a contract for STAR services. The following documents will be helpful in writing the contract.

- the **Service Package overviews** in Section 3 and the 4.1 **Overview of STAR Institutes** will help you incorporate a description of services in the contract
- **Options for Technical Assistance** – ideas on how you can customize your technical assistance hours

## 4.1 Overview of STAR Institutes

## 4.2 Options for Technical Assistance

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STEP  
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## 4.1 Overview of STAR Institutes

STAR National Training and Technical Assistance includes three, two-day institutes that provide in-depth training in evidence-based reading instruction and diagnostic assessment for adult learners at the intermediate level. During each institute, participants also learn about and develop plans to implement state- and program-level changes that contribute to the success of STAR. Follow up activities that are embedded in the online STAR Tool Kit provide opportunities for participants to apply what they have learned. Onsite and virtual technical assistance provide the support that teachers and administrators need to build a foundation for sustainable improvements in classroom and organizational practice.

### INSTITUTE I

Participants will learn to:

- Describe the goals of Student Achievement in Reading (STAR) and the resources available to participants
- Describe the four reading components and how they are interrelated
- Describe the various purposes of norm-referenced, criterion-referenced and performance-based assessments
- Administer diagnostic reading assessments and interpret results to develop a reading profile of student's strengths, needs and instructional levels
- Describe the elements of evidence-based reading instruction and explain how they are applied when designing lessons
- Explain how to plan for a series of lessons within the framework of direct and explicit instruction
- Identify and implement statewide policies to support mechanisms that will enable changes to program structures and policies
- Identify program structures that need to be changed to support the elements of evidence-based reading instruction for intermediate-level Adult Basic Education (ABE) students
- Identify STAR program goals and develop action plans, with needed state supports included, to implement evidence-based reading instruction
- Develop state-level actions to follow up with programs in completing, then implementing local action plans
- Describe how fluency relates to the other reading components
- Explain how and when collaborative reading is used to teach fluency

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STEP

## INSTITUTE II

Participants will learn to:

- Evaluate implementation status of local program action plans
- Identify challenges encountered that have stopped goals from being met and identify possible solutions
- Plan fluency lessons for intermediate-level ABE students using the explicit instruction framework
- Identify materials (student text and professional resources) for teaching fluency to intermediate-level ABE students
- Describe how alphabetic relates to the other reading components
- Describe higher level phonics skills
- Plan alphabetic lessons for intermediate-level ABE students that are systematic and reflect the elements of direct and explicit instruction
- Describe how vocabulary relates to other reading components
- Plan vocabulary lessons for intermediate-level ABE students using the direct and explicit instruction framework
- Set goals for implementing evidence-based fluency, alphabetic, and vocabulary instruction
- Identify program and classroom structures that need to be changed to support evidence-based instruction for fluency, alphabetic and vocabulary instruction
- Identify and implement statewide policies that support mechanisms that will enable changes to programs and classrooms
- Develop a program action plan, with needed state supports, to implement evidence-based instruction for fluency, alphabetic and vocabulary
- Develop state-level actions to follow up with programs in meeting their instructional goals by successfully implementing their local action plans

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STEP

## INSTITUTE III

Participants will learn to:

- Describe how comprehension relates to the other reading components
- Plan comprehension lessons for intermediate-level ABE students using the explicit instruction framework
- Identify materials (student text and professional resources) for teaching comprehension to intermediate-level ABE students
- Identify key elements of success in implementing evidence-based reading instruction
- Evaluate implementation status of local program action plans
- Set goals for implementing evidence-based comprehension instruction and managing instruction in the classroom
- Develop a program action plan, with needed state supports, to implement evidence-based comprehension instruction and managing instruction in the classroom
- Develop state-level actions to follow up with programs in meeting their instructional goals by successfully implementing their local action plans
- Describe what needs to be in place at the state level, program level and classroom-level for evidence-based reading instruction to be sustained

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STEP

## 4.2 Options for Technical Assistance

The National Training and Technical Assistance Package includes the three, two-day trainings plus an additional 13.5 days of technical assistance from a national reading trainer. Use of these 13.5 days will vary from state to state based on the needs of the state, the programs, and the teachers as they implement evidence-based reading instruction. State leadership teams should work with their national trainers to identify the supports that would be most helpful to their state. This can be an ongoing discussion and plans can be adjusted as the project progresses. It is suggested that states reserve the dates for their onsite visits during the initial planning stages with their trainers. Travel days and planning time for technical assistance activities will be included in the 13.5 days.

Possible options for use of the 13.5 days include, but are not limited to:

- Up to three site visits that can be used for
  - Classroom observation and coaching at the program sites
  - Discussions with administrators and/or teachers on implementation challenges
  - Meeting with the state leadership team to plan supports for programs or discuss implementation challenges
  - Additional follow up training activities for participants
- Phone calls to the state leadership team, program administrators, and/or teachers to discuss implementation, troubleshoot problems, and answer questions
- Email correspondence with state leadership team, program administrators, and/or teachers to discuss implementation and answer questions
- Participation on cyber chats with state participants
- Phone interviews with administrators or teachers to determine the extent to which STAR is implemented and determine appropriate next steps
- Review of STAR follow up assignments, lesson plans, or reading materials
- Identifying additional appropriate resources that can be used in classrooms for lesson plans and assessment
- Working with the state professional development team to plan trainings and supports for implementing evidence based reading instruction
- Support for state level personnel or administrators as they observe STAR classrooms
- Coaching of teacher leaders to support them in assisting their peers with implementation
- Development of additional customized tools to support implementation efforts
- Strategic planning support for additional state roll-out into other sites
- Planning for the creation of a network of STAR teachers and programs

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## 5 ASSEMBLE YOUR LEADERS

**Assembling a state leadership team committed to coordinating and overseeing STAR training and technical assistance is worth the effort. Consider:**

- Who can facilitate change at the state, program, and classroom levels?
- Who can help local programs implement evidence-based reading instruction?
- Who would be effective in increasing the number of programs using evidence-based reading instruction statewide?

Your state leadership team could include the State Director of Adult Education or another representative from the state office, state professional development staff with responsibility for professional development in reading instruction, local program administrators, and classroom teachers participating in STAR.

### 5.1 Assembling a State Leadership Team for STAR Implementation

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## 5.1 Assembling a State Leadership Team for STAR Implementation

An important step in planning for STAR implementation is building a state leadership team. The leadership team can:

- Develop a plan for STAR implementation;
- Coordinate STAR training and technical assistance events;
- Facilitate communication between local programs participating in STAR;
- Monitor STAR implementation in local programs to ensure progress;
- Connect STAR to other state initiatives related to reading, adult education, and teacher professional development;
- Encourage the use of evidence-based reading instruction in programs statewide; and
- Evaluate the impact of STAR on teachers, learners, and state and local programs.

### IDENTIFYING PROSPECTIVE TEAM MEMBERS

Your state leadership team could include:

- The State Director of Adult Education or another representative from the state office
- State professional development staff with responsibility for professional development in reading instruction
- Local program administrators participating in STAR
- Classroom teachers participating in STAR

You could include state staff with responsibility for program evaluation, English as a Second Language, and services for people with learning disabilities. You could also include staff from professional development resource centers.

### IDENTIFYING LEADERSHIP QUALITIES

Ask these questions when thinking about your state leadership team:

- Who can facilitate change at the state, program, and classroom levels?
- Who can help local programs implement evidence-based reading instruction?
- Who would be effective in increasing the number of programs using evidence-based reading instruction statewide?

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STEP  
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## ESTABLISHING ROLES AND RESPONSIBILITIES

The following chart identifies possible roles and responsibilities for key team members. You can divide up these roles and responsibilities any way you like, as long as all are covered.

State Leadership Team Member	Suggested Roles and Responsibilities
<b>State Director of Adult Education</b>	<ul style="list-style-type: none"><li>– Serve as liaison to the Network</li><li>– Develop and implement a plan to evaluate the impact of STAR</li><li>– Manage the budget for STAR training and technical assistance and related costs</li></ul>
<b>State Professional Developers</b>	<ul style="list-style-type: none"><li>– Facilitate communication between local programs and STAR trainers</li><li>– Coordinate logistics for STAR training sessions</li><li>– Coordinate STAR technical assistance</li><li>– Facilitate communication between STAR programs and teachers</li></ul>
<b>STAR Program Administrators</b>	<ul style="list-style-type: none"><li>– Collaborate with local program administrators to monitor STAR implementation</li><li>– Represent the concerns and interests of administrators on the state leadership team</li></ul>
<b>STAR Program Teachers</b>	<ul style="list-style-type: none"><li>– Collaborate with teachers to monitor STAR implementation</li><li>– Represent the concerns and interests of teachers on the state leadership team</li></ul>

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## 6 PLAN FOR SUCCESS

**Careful planning will ensure that the STAR Tool Kit and training has the maximum impact on your local programs.**

Project staff and National Trainers will work with your state to prepare for successful implementation. These pre-training activities include conference calls to discuss intake and planning, trainer assignments, and logistics.

Following are detailed checklists and lists of what the state's responsibilities are in preparation for STAR.

### 6.1 Getting Started

### 6.2 STAR Training and Technical Assistance Planning Tool

### 6.3 State Responsibilities for STAR Training and Implementation

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STEP  
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## 6.1 Getting Started

STAR Network staff and National Trainers work together to prepare participating states for successful implementation. The goals of pre-training technical assistance are to:

- Gather information about the states and participating local programs; and
- Assist state administrators in site selection, scheduling, conducting in-state outreach, and assembling a leadership team to coordinate implementation activities and monitor progress.

Pre-training activities fall into the following domains and are described in further detail below: Intake and Planning, Trainer Assignment, and Logistics.

### STEP ONE: INTAKE AND PLANNING

After receiving a STAR Service Request Form, a Network staff person will hold a series of conference calls with the state administrator to:

- Confirm the training package selected and anticipated start date;
- Identify points of contact for both programmatic and fiscal concerns;
- Provide consultation on assembling a leadership team;
- Gather information and answer questions related to site selection;
- Collect basic information about the state's ABE funding, professional development system, and current reading or professional development initiatives;
- Initiate a contract for STAR services;
- Inform state administrators about resources available on the STAR Web site on the [Ready for STAR](#) page;
- Assess and fulfill need for informational materials (e.g., brochures or outreach packets);
- Review technical assistance options; and
- Establish a tentative schedule for three STAR Institutes and, if applicable, site visits.

Network staff will record the information gathered on these calls and create a file of important programmatic and administrative information that will be delivered to the trainers to which the state will be assigned.

Once a state administrator has selected participating local program sites, Network staff will send STAR state, program, and teacher information forms to be completed and returned. The completed information forms for each participating site will be placed in the state's file and delivered to the trainers at the time of trainer assignment.

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## STEP TWO: TRAINER ASSIGNMENT

Two trainers will be assigned to each participating STAR state, one of which will be designated the technical assistance provider. Once trainer assignments have been finalized, Network staff will:

- Debrief with the assigned trainers on all of the information collected during the Intake and Planning phase;
- Deliver a copy of the state's file to the trainers; and
- Host a conference call with the assigned trainers and state administrator to make introductions and provide an opportunity for the trainers to gather additional information about the participating sites, technical assistance needs, and training schedule.

## STEP THREE: LOGISTICS

Following this introductory call, trainers will make at least one additional call to the state point of contact to:

- Confirm the location and date of the first training;
- Request the final participant list; and
- Review equipment requirements for the training site.

Two weeks prior to Institute I, Network staff will send the state administrator and individuals on the final participant list information on accessing the STAR Tool Kit and setting up their unique usernames and passwords.

## 6.2 STAR Training and Technical Assistance Planning Tool

### GETTING STARTED

Task	Who is Responsible?	Timeline for Completion
Finalize your contract for STAR services with the STAR Network.		
Create a budget for STAR services and related costs.		
Assemble a state leadership team.		
Convene your state leadership team to assign responsibilities and establish communication processes.		
Select local program sites.		
Contact the Network to schedule three, two-day trainings.		
Participate in a conference call with the STAR trainers assigned to your state. Introduce the members of your state leadership team and provide an overview of participating program sites.		
Discuss technical assistance activities with your STAR trainer and schedule site visits.		
Secure meeting location for three, two-day trainings.		
Inform participants and your state leadership team of the dates for training and technical assistance.		
Update your colleagues in the State Department of Education about upcoming STAR activities.		
Finalize participant list for the first training session and make name tags.		

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STEP

## BEFORE THE FIRST TRAINING

Task	Who is Responsible?	Timeline for Completion
Confirm your meeting location and plan meals for participants.		
Establish procedures for reimbursing participants for travel expenses.		
Contact your STAR trainer to confirm travel details and special equipment needs.		
Communicate travel, hotel, and reimbursement details to participants. Distribute training agenda.		
Secure training equipment (See 6.3 State Responsibilities for STAR Training and Implementation) and supplies.		
Finalize participant list and make name tags.		
Invite someone from the state office to give a welcome speech emphasizing the importance of the project.		
Communicate pre-training assignments to participants.		
Purchase diagnostic reading assessment materials to distribute at the training session so participants can begin using them immediately. (Optional)		

## BETWEEN THE FIRST AND SECOND TRAININGS

Task	Who is Responsible?	Timeline for Completion
Convene your state leadership team to review training evaluations and plan follow up support for participants.		
Finalize technical assistance plans with your STAR trainer and organize logistics for the first onsite visit.		
Notify participants of follow up support and technical assistance activities.		
Confirm meeting location and plan meals for participants.		
Contact your STAR trainer to confirm travel details and special equipment needs.		
Communicate travel, hotel, and reimbursement details to participants. Distribute training agenda.		
Secure training equipment and supplies.		
Finalize participant list and make name tags.		
Provide support to participants as they complete their online assignments between the training sessions.		

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STEP

## BETWEEN THE SECOND AND THIRD TRAININGS

Task	Who is Responsible?	Timeline for Completion
Convene your state leadership team to review training evaluations and plan follow up support for participants.		
Finalize technical assistance plans with your STAR trainer and organize logistics for a second site visit.		
Notify participants of follow up support and technical assistance activities.		
Confirm meeting location and plan meals for participants.		
Contact your STAR trainer to confirm travel details and special equipment needs.		
Communicate travel, hotel, and reimbursement details to participants. Distribute training agenda.		
Secure training equipment and supplies.		
Finalize participant list and make name tags.		
Provide support to participants as they complete their online assignments between the training sessions.		

## AFTER THE THIRD TRAINING

Task	Who is Responsible?	Timeline for Completion
Convene your state leadership team to review training evaluations and plan follow up support for participants.		
Finalize technical assistance plans with your STAR trainer and organize logistics for a third site visit.		
Notify participants of follow up support and technical assistance activities.		
Provide support to participants as they complete their online assignments after training.		
Convene your state leadership team to develop a plan for sustaining evidence-based reading instruction. Discuss approaches to engaging new programs in STAR services.		

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STEP

## 6.3 State Responsibilities for STAR Training and Implementation

To ensure successful STAR training and implementation, states are responsible for the following:

- Coordinating with Kratos Learning in a timely matter on all aspects of pre-planning
- Collaborating with Kratos Learning to select appropriate local programs and teachers for participation in the STAR training and technical assistance
- Providing Kratos Learning with a complete set of training dates and locations at least 45 days prior to the first Institute
- Communicating with all STAR participants about the project, training, technical assistance and implementation
- Identifying an individual within the state who will be responsible for working with the Technical Assistance provider through out the project and beyond to implement STAR. This individual must attend all of the trainings
- Securing an appropriate training facility that meets the requirements (See box for details)

### FACILITY REQUIREMENTS

- Site should be within 15–20 miles of a major airport. If this is not possible, the state will need to arrange for ground transportation for the trainers
- Room size: no less than 1800 square feet to allow for walking space between tables and along the walls
- Room available the evening before training and for two hours prior to training each day for setup of technology
- Room must be locked overnight and when vacant to ensure the security of equipment
- Overhead lighting/curtains so the room can be dimmed when videos are in use
- Seven to eight round or rectangular tables that seat four to eight people per table – to accommodate 45 people
- 6' or 8' presenter table at the front of the room
- Open wall space for posting flipchart paper and other work
- Two easels with flip charts, markers and tape
- Pens, paper, post-it notes, and highlighters for each participant
- One lavalier microphone, if the room is very large
- Participant name tags
- Optional – a resource table at the back of the room (if state has materials to share from the Tool Kit lists)

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STEP

- Providing the technology, equipment and support at all the training events (See box for details)
- Ensuring that one state-level representative is present at all the training institutes
- Completing the STAR state, program and teacher information forms and submitting them to Kratos Learning 30 days prior to the first training institute
- Submitting a complete list of training participants, with accurate and active email accounts, to Kratos Learning 30 days prior to the first training institute
- Participating in two pre-training conference calls: 1) an orientation call that will take place 30 days prior to the first institute, 2) a logistics call that will take place 14 days prior to the first institute

### TECHNOLOGY REQUIREMENTS

- T1 internet connection – necessary for the multimedia components of the training
- Access to an onsite IT specialist to assist with internet connections and LCD projection
- Projector screen large enough to be seen by all seats
- LCD projector, located in the presenter’s area, not embedded with participants

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STEP



## 7.1 Selecting Local Program Sites for STAR Implementation

Whether you select local program sites through a competitive application process or by invitation, consider the following to maximize success:

- The program’s openness to change
- The existing organization structure and management practices; and
- The program’s emphasis on collaboration and collegiality.

### OPENNESS TO CHANGE

To implement STAR successfully, programs at the state, local and classroom level should be open to change. Therefore, you may want to consider programs that are known innovators. Look for programs that have successfully implemented new initiatives in the past. This will increase the chances of initial success for the STAR toolkit and training program, and provide models for other programs that may want to use STAR in the future.

### COLLABORATION AND COLLEGIALITY

In addition to participating in formal training sessions (at least three), STAR teachers should meet to plan lessons, share resources and observe each other’s classrooms. Therefore, programs that promote collaboration and collegiality between teachers and administrators, and among other STAR programs, are good candidates for success. To foster this community of learners, it might make sense to choose fewer, larger programs, or programs that are in close proximity.

### ORGANIZATIONAL STRUCTURE AND MANAGEMENT PRACTICES

Certain organizational structures and management practices facilitate the use of evidence-based reading instruction to improve classroom practice. These include:

- Grouping intermediate-level readers together (requires that there be enough readers at this level to form a class)
- Managing enrollment in the intermediate reader class
- Ensuring that teachers have weekly, paid planning time
- Giving teachers time to complete diagnostic reading assessments
- Having enough resources to purchase additional teaching materials
- A program administrator who is willing to participate in training, attend planning meetings and observe classroom instruction
- Teachers who are willing to participate in ongoing professional development

Programs that have at least some of these structures in place and are willing to add the others are most likely to implement evidence-based reading instruction in the classroom successfully.

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STEP  
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## 7.2 Sample Request for Proposals

### SAMPLE REQUEST FOR PROPOSAL (RFP) FOR PROGRAM PARTICIPATION IN STAR

As you plan to recruit new programs, you may choose to utilize an RFP process. Below is a sample RFP that you should adapt to your own state context.

The purpose of the STAR (STudent Achievement in Reading) Project is to implement evidence-based reading instruction for intermediate-level readers (NRS levels 3 and 4). You can find out more about the project at the STAR Web site [www.startoolkit.org](http://www.startoolkit.org).

Benefits for programs/teachers participating in the STAR project:

- Teachers and administrators will receive three free two-day trainings by national trainers on evidence-based reading instruction to learn how to assess and teach alphabetics, fluency, vocabulary, and comprehension;
- Teachers and administrators will receive free support and technical assistance including access to the STAR online Tool Kit as they implement the information from the STAR trainings;
- (Optional) Each teacher will receive a stipend of \$\_\_\_ for participating in STAR; and
- (Optional) Each program will receive \$\_\_\_ for reading materials to assist in the implementation of STAR.

Responsibilities of programs/teachers participating in STAR:

- Attend three, two-day trainings between \_\_\_\_ (start date – end date)\_\_\_\_\_;
- Participate in technical assistance activities between \_\_\_\_ (start date – end date)\_\_\_\_\_ (states may want to spell out their plans here); and
- Implement the evidence-based reading instruction from the trainings in your program/classroom.

Complete this application and return by: (date application is due)

Return to: (Include mailing/contact information)

1. Each participating program must consist of an administrator and at least \_\_\_\_ intermediate-level reading teachers (list here)

Administrator \_\_\_\_\_

Teachers \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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STEP  
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2. How many intermediate-level readers (NRS levels 3 and 4) did your program serve last year?

3. STAR implementation requires change. Does your program have the desire to change the way you teach reading? Has your program participated successfully in other initiatives requiring teacher change? Please describe your program’s capacity and willingness to make changes.

4. Initial pilot programs from STAR have shown that certain structures enable programs to more fully implement evidence-based reading instruction. Please indicate where your program stands on each of the following:

	In place now	We have the capacity and would agree to put this in place by (start date)	We are willing to do this but would need support	We couldn't or wouldn't do this	If in place or you have the capacity and would agree to put this in place please describe. If support is needed please describe what you would need
Intermediate-level readers are grouped together for instruction in reading					
Enrollment is managed in the intermediate reader class					
Participating teachers have weekly paid planning time					
The program will be able to support time for teachers to complete diagnostic assessment (about 1 hour per intermediate reader)					
The program will be able to support the purchase of some additional teaching materials					

A program administrator is willing and able to participate in training and to support participating teachers through planning meetings and teacher observation					
Teachers have basic knowledge of reading instruction					
Teachers are willing and able to participate in ongoing professional development					
Teachers are willing to receive feedback on their instructional practices during and after the STAR training					

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# STEP



## 8.1 Other Costs Associated with STAR

States who want to participate in STAR should budget for additional expenses that may be incurred during and after STAR training sessions.

### ADDITIONAL EXPENSES DURING TRAINING EVENTS

States should consider these expenses for STAR training events:

- Meeting expenses (room and food) for three, two-day institutes
- Participant travel expenses for three, two-day institutes (mileage, hotel, food)
- Participant stipends for three, two-day institutes
- Substitute teachers to replace those attending training events

### ADDITIONAL EXPENSES DURING TECHNICAL ASSISTANCE

States should consider these additional expenses for technical assistance:

- Fees for multi-line phone conference calls
- Webinars
- Hosting study circles
- Distributing materials
- Technology support for online chats

### ADDITIONAL EXPENSES AFTER TRAINING EVENTS

States should also allow for expenses that may be incurred in supporting STAR implementation after training events.

For example, states may require money for stipends and substitute teachers while adult education teachers who attended training:

- Conduct diagnostic reading assessment
- Use additional planning time
- Participate in support activities such as local team meetings, conference calls, online coaching, STAR classroom observation, etc.
- Follow up with independent learning after training events

States may also need additional material to support classroom implementation, such as:

- Diagnostic reading assessment materials
- Intermediate level reading materials (vocabulary workbooks, novels, short stories, graded texts)
- Professional resources on evidence-based reading instruction

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STEP  
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