Nevada Literacy Office
Strategic Plan
June, 2007

Nevada State Library and Archives
Department of Cultural Affairs

Approved by State Council on Libraries and Literacy
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<h1 style="text-align:center">Literacy Strategic Plan</h1>

Mission
The Nevada Literacy Office (NLO) supports the efforts of non-profit state, county, and local literacy improvement programs for Nevadans, including libraries, Adult Basic Education, English as a Second Language, Summer Reading, and Volunteer Tutor programs. The Literacy Office takes a highly collaborative approach to accomplishing its goals, recognizing the importance of state and local partners in attaining goals and objectives.

The NLO continues its focus to ensure that educationally disadvantaged adults have equitable access to information and materials in such areas as basic reading and computation; language acquisition; and family, health, financial, technology and information literacy. As literacy research and best practice has evolved, it has become important to approach literacy from a lifespan perspective. Reflecting that evolution in best practice, the NLO works across the lifespan, addressing literacy issues from pre-kindergarten through adulthood, with a focus on family literacy.

The Nevada Literacy Office promotes literacy improvement through:
- Information and Referral
- Consultation and Technical Assistance
- Literacy Website
- Resource Sharing
- Training
- Collaborative Planning
- Advocacy

The NLO Strategic Literacy plan supports the NSLA Strategic Plan 2003-2008 Goal #4, "Identify and remove barriers to ensure that all Nevadans have equal opportunity to access and utilize public information." In particular it addresses Objective 8 of Goal #4, "Expand and provide services to people with limited functional literacy or information skills."

Need for a Planning Document
It was determined in 2006 that the Nevada Literacy Office needed to develop a long-term strategic plan. Thus, the planning-to-plan began with NLO coordinating three Literacy Summits, one each in Reno, Elko, and Las Vegas. The invitation lists were lengthy and very broad in scope and included early childhood, elementary through high school, higher education, library, adult basic education, workforce employment, health, financial, and business professionals.

The purpose of the Literacy Summits was to solicit information from across the state about what communities need from a state literacy office. Some input did vary from area to area, but most of the needs were consistent across the state. The results of those Summits, combined with standing activities already in place, form the basis for the long-term plan.

Timeframe for Implementation
This plan will follow a five-year implementation period, though some of the activities are already in process. In year four of this period, a review of the plan will be conducted to determine new priorities and goals. The Strategic Plan will then be rewritten to reflect these priorities and goals for the subsequent five years. Goals will be implemented simultaneously and incrementally, beginning in the first year.

Goals
Out of the many goals that were proposed, six were chosen for inclusion in this plan. These goals are not listed in order of priority for completion. All six goals form a unified plan for simultaneous implementation. That is, the NLO will work in each of these goal areas throughout the five-year implementation period. The six main goals for the Literacy plan are the following:

1. Capacity Building for Local Literacy Coalitions - Nevadans will have current and comprehensive knowledge of the literacy services available within their communities.

2. Serve as Information Clearinghouse - Nevadans will have access to information about the comprehensive literacy services available throughout the state, as well as access to current literacy data, research, and best practices.

3. Implement a Public Awareness Campaign - Nevadans will become knowledgeable as to the literacy support services the NLO provides to programs throughout the state.

4. On-going: Statewide Literacy Programs – Nevadans will have continuing access to existing statewide literacy activities and programs, such as the Summer Reading Program and El Día de los Niños.

5. On-going: State Literacy Resource Center (SLRC) – Nevadans will have access to literacy resources, including theories of learning, best practice information, curriculum, data, and child-through-adult readers.

6. On-going: Participate in Adult Basic Education Activities – Nevada adults will have access to statewide comprehensive adult education services and information through referral provided by the NLO.

In addition to working on the above goals, the NLO will be managed according to its State guidelines, ensuring that the NLO infrastructure operates effectively.

Please see pages 8 – 19 for further details about activities, outputs, resources, timeframes, etc.

Planning Considerations
The Planning Consideration matrix summarizes main points related to:
- Problems or Issues
- Community Needs/Assets
- Influential Factors
- Assumptions
- Timeframe
- Overall Priority

Most of the information detailed in each of these areas resulted from the Literacy Summits. The balance is based on NLO workload and experiences.

Definitions of Terms
Terms used throughout the planning document are defined in the section following Planning Considerations.

Evaluative Component
On-going evaluation will occur as the effectiveness of outputs and outcomes for each program planning area is measured. Additionally, the plan itself will be reviewed annually to assess progress and necessary revisions.

Planning Considerations

Problems or Issues	Summit input yielded the following concerns: o Duplication of services exists. o Gaps in service provision exist. o Lack of awareness, among providers, as to the existence of literacy programs within own communities. o Lack of awareness, among clients, of available literacy services in communities. o Lack of knowledge as to the availability of volunteer programs throughout the state. o Lack of knowledge as to availability of literacy resources in the state. o There is no entity serving as a statewide single point of contact for information and/or referral for accessing information about basic, GED, ESL, Workplace, Family, Health, Financial, Technology, and Information literacy. o Individual programs throughout the state receive calls requesting information about types of literacy services not provided by agencies receiving the calls. They do not know where to refer people for information. o Individuals/agencies are not aware of the existence of the State Literacy Resource Center. If aware of its existence, they are not aware of the breadth of materials it contains. o Individuals/agencies are unaware of the existence of the Nevada Literacy Office (NLO). o Entities who do know the NLO exists do not have comprehensive knowledge of what NLO does. o General lack of knowledge about the many types of literacy the NLO supports. o Lack of understanding about workforce needs and the integration of workforce development efforts into literacy efforts.
Community Needs/Assets	Needs: o Collaborative community-based coalitions for addressing literacy needs. o Resources to address literacy deficits. o Single statewide point of contact and information clearinghouse. o Facilitation to convene literacy providers within communities. o Information about available literacy services throughout the state. Assets: o The Truckee Meadows Literate Community organization can provide information for other communities who want active, but informal, literacy coalitions. o There are existing networks (Job Connect, Family Resource Centers, ABE programs, Pre-K programs, Adult High Schools, public and academic libraries, etc.) that can be used as the basis for building community coalitions. o The NLO can fill some of the literacy needs expressed in the Summits.
Influential Factors	o Communities wishing to form local coalitions need to be identified. o Continued LSTA and ABE funding are major factors in current and future NLO activities. o Rapidity with which name change can be determined is a major

	o Current limited staffing will become a factor in efficiency as single point of contact and information clearinghouse goals are implemented and activity increases.
Assumptions	o The NLO office will continue to exist within the Nevada State Library and Archives, a division of the Nevada Department of Cultural Affairs. o There will be committed involvement/participation from community partners. o Success will depend upon collaboration among agencies/entities within communities and statewide. o Current funding levels will not be reduced or eliminated. o Attainment of some goals is dependent upon other state and community agencies and could result in delays.
Timeframe	Implementation of this plan will take place over a period of one to five years.
Overall Priority	The first priority is to get infrastructure in place so that the Nevada Literacy Office can function as a single point of contact and information clearinghouse. In order to achieve this, promotional materials must be prepared, the public awareness campaign must be underway, and the website revised and updated. Each of these activities is dependent upon resolving the issue of changing the name of the NLO to one more in keeping with its function.

Definitions of Terms Used in this Document:

Activities - The processes, techniques, tools, events, technology, and actions of the planned program.

Adult Basic Education (ABE) – Adult Basic Education means services or instruction below the postsecondary level for individuals:
    (A) who have attained 17 years of age;
    (B) who are not enrolled or required to be enrolled in secondary school under State law; and
    (C) who:
        (i)   lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
        (ii)   do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
        (iii)   are unable to speak, read, or write the English language.

Assumptions – Conditions taken for granted or assumed to be true.

Data Intervals – The points in time when data are collected. Can be collected at specific intervals or at the end of an activity, though data is usually collected at the beginning and end of an activity for purposes of comparison when increases in skill, behavior, or knowledge are expected.

Data Sources – The tools, documents, and locations for information that will show what happened to target audience. (Pre/post test scores, program records, assessment reports, records from other organizations, and observations)

Duplication of Services – Provision of the same literacy service/s by more than one provider within a common service area when the population does not support the duplication.

Factors – Resources and/or barriers, which potentially enable or limit program effectiveness. Enabling protective factors or resources may include funding, existing organizations, potential collaborative partners, existing organizational or interpersonal networks, staff and volunteers, time, facilities, equipment, and supplies. Limiting risk factors or barriers might include such things as attitudes, lack of resources, policies, laws, regulations, and geography.

Goals – The results one is attempting to achieve, the desired state of affairs of a system, broad statements of ideal future conditions that are contained in the comprehensive plan.

Impact – The organizational, community, and/or system level changes expected to result from program activities (over 7-10 years), which might include improved conditions, increased capacity, and/or changes in the policy arena.

Indicators – The measurable conditions or behaviors chosen to show an outcome has been achieved. They are what is hoped to be seen and are observable evidence of accomplishments, changes, or gains.

Information Clearinghouse – An entity that provides comprehensive information and resources about a particular area of expertise.

Inputs – The resources dedicated to a program. (Staff, facilities, equipment, consultants, materials, curricula)

Literacy – The AEFLA Act (Adult Education Family Literacy Act) defines literacy as "…an individual's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society." This includes basic reading comprehension and writing skills, math computation, and English as a Second Language. (AEFLA)
Types of Literacy –
- *Family Literacy*: The LIFT Act (Literacy Involves Families Together Act) of 2000 defines "family literacy services" as follows:
  Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrates all of the following activities:
  (A) Interactive literacy activities between parents and their children.
  (B) Training and support for parents regarding how to be the primary teacher for their children and how to be full partners in the education of their children.
  (C) Parent literacy training that leads to economic self-sufficiency.
  (D) An age-appropriate education to prepare children for success in school and life experiences. (LIFT)

- *Financial Literacy*: Personal *financial literacy* is the ability to read, analyze, manage, and communicate about the personal financial conditions that affect material well-being.

- *Health Literacy:* The degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.

- *Computer Literacy:* The degree to which individuals are familiar with computer operating systems and applications.

- *Information Literacy:* Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

- *Workplace Literacy:* Workplace Literacy refers to the skill set and training necessary for an individual employee to do his or her job. It can include Adult literacy and basic skills services, GED preparation, conversational English, upgrading basic skills of adult workers for changes in workplace technology, improving adult worker competencies in speaking, listening, reading, computing, reasoning and problem solving.

Literacy Standards - Literacy Standards for student learning are guided by the vision that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society.

Logic model – A clear, graphic representation of the links between program activities, the results these activities produce, and how the results are measured.

Outcomes – Specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities and which are most often expressed at an individual level. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years.

Output – A direct program product, typically measured in numbers. (Participants served, workshops given, participants completed, consultants' hours, materials developed, web-site hits) They indicate if a program was delivered to the intended audiences at the intended "dose."

Program Activities – The processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended program changes or results.

Program Purpose – The assumptions driven by need about an organization's mission. It defines audience, services, and outcomes.

Single Point of Contact – A single point of contact is a one-stop shop where comprehensive information can be obtained. In the case of the NLO, information about all types of literacy services, resources, research, data, and best practices will be found.

Stakeholders – Individuals, agencies, funding sources, competition, community groups, and professional affiliations that influence the type and nature of service, who is served, desired outcomes, and how results are communicated.

State Literacy Resource Center – The State Literacy Resource Center is a special library of over 5,000 literacy resources, containing books, dvd's, cd's, VHR tapes, work kits, learning games, etc.. It is located on the second floor of the Nevada State Library and Archives and is operated by the NLO. SLRC materials are loaned to anyone possessing a valid library card.

Workplace Literacy Services /Workforce Development – Literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of all types of literacy skills.

Program Planning Area #1:   Capacity Building for Local Literacy Coalitions

Goal:

Nevadans will have current and comprehensive knowledge of the literacy services available within their communities.

Short- and Long-term Outcomes:

- Increased knowledge (on parts of providers and participants) of comprehensive literacy services available within the community.
- Increased access (on parts of participants) to literacy services within the community.
- Decreased duplication of services within communities as a result of local coalition planning.
- Broader base of literacy services within the community as a result of local coalition planning.

Impact:

- Improved collaboration and increased literacy services provision within the community.
- Improved literacy levels within the community

Literacy Focus:

Basic Reading, Writing & Math; English as a Second Language; GED; Workplace; Family; Financial; Health; Computer/Technology; and Information.

Resources and Timeframes	Activities	Outputs
Resources: • Literacy Coordinator • Libraries • Community programs such as Family to Family, Family Resource Centers, Pre-K, K-12, ABE, workforce development, health organizations, banks. • GED Initiative • Nevada Job Connect • Adult High School • Bright Beginnings website *Timeframe:* By December 2009,	Facilitate local literacy collaborations/coalitions through the provision of support to develop infrastructure and participation. 1. Identify communities wanting to establish local coalitions. 2. Identify literacy providers and the types of literacy services they provide within the community. 3. Plan and facilitate a community-based meeting that includes all providers and explores desire to develop on-going coalition. 4. Provide support through technical assistance to community in order that the community coalition develops infrastructure, continuity, and participation of its members. 5. Focus on one community at a time, using previous experiences to guide process.	• Written documentation of meetings, decisions, future plans, etc. • Participant Roster • Literacy Provider list that includes all types of literacy service provision in given community. ▪ List of communities wanting to participate. ▪ Lists that identify gaps in literacy services for each community.

Resources and Timeframes	Activities	Outputs
communities will be identified and at least one community coalition will be established.		
Resources: • Literacy Coordinator • Libraries • Volunteer Tutor Org *Timeframe:* By December, 2008, the survey and solicitation of communities providing volunteer surveys will be completed. Steps 3 and 4 will occur by December 2009.	Based on local requests, build capacity and provide training for community-based volunteer tutor programs. 1. Survey communities statewide to learn which have volunteer-based tutoring programs. 2. Solicit input as to the status of these groups, asking if any desire support in strengthening their infrastructure and/or professional development. 3. Develop training, based on community needs, for volunteer tutors. 4. Provide regional training sessions up to 2 times annually, as requested.	• Roster of active Volunteer Tutor programs throughout the state • Documentation of communities requesting and receiving support. • Volunteer Tutor training modules

Program Planning Area #2: Serve as Information Clearinghouse

Goal:

Nevadans will have access to information about the comprehensive literacy services available throughout the state, as well as access to current literacy data, research, and best practices.

Short- and long-term Outcomes:

- The NLO houses a diverse body of knowledge relative to literacy events, training and conferences, best practices, data, etc.
- The NLO develops a comprehensive body of knowledge relative to literacy components and becomes known as the central source for literacy information statewide.

Impact:

- Improved ease in accessing literacy information as the NLO becomes the single point of contact for literacy information statewide.

Literacy Focus:

Basic Reading & Math, English as a Second Language, GED, Workplace, Family, Financial, Health, Computer/Technology, and Information

Resources and Timeframes	Activities	Outputs
Resources: • NLO and NSLA • Libraries • DOE • Govt. agencies • Consumer Credit • Financial Inst • City agencies • ABE programs • Pre-K programs • School Districts • Higher Education *Timeframes:* This effort will begin in 2008, but will take three years to become comprehensive.	Become Single Point of Contact for literacy info. 1. Send out mass mailing to all initial contacts/invitees of Literacy Summits informing them that NLO is taking first step toward becoming single point of contact for literacy services statewide. 2. Write short article sharing "single point of contact" concept and submit to all newsletters (that can be identified) for publication. 3. Submit short article to all applicable state offices to inform them of NLO effort to become a single point of contact for literacy services. 4. Develop survey to gather comprehensive information about literacy services offered in communities throughout Nevada. 5. Distribute surveys, follow-up, and collate responses by geographic area. 6. Ensure single point of contact info distributed through NLO website and in NLO brochures and newsletter articles. 7. Update statewide Directory of Literacy Services.	• Contact letters soliciting literacy information from providers throughout the state. • PSA's for distribution to newspapers, newsletters, state and local offices. • Survey and survey results regarding literacy services being provided throughout the state. • Information on website re: single point of contact/clearinghouse concept.
Resources: • NLO • Libraries	Publish Lifespan Literacy Standards 1. Gather State Pre-K, K-12, ABE ESL, and any additional applicable Education Standards and post them on NLO website.	• Set of all Nevada Literacy Standards (lifespan) • Links to Literacy Standards

Resources and Timeframes	Activities	Outputs
• NV DOE • NV Health Division • TMCC • NV Rural Hsng Auth *Timeframes:* These will be completed by June, 2009.	2. Research availability of health and financial literacy standards.	placed on NLO website.
Resources: • NLO • Libraries • NV DOE • Consultant *Timeframes:* This will be completed by June, 2008	Develop Nevada Basic Literacy (lifespan) report 1. Determine components to be included in report – Pre-K, K-12, higher education, ABE, ESL, etc. 2. Determine which of the components can be linked to data sources that are updated regularly. 3. Work with consultant and DOE ABE director to develop a synthesized narrative overview of literacy in Nevada, including data tables and relevant links. 4. Post report on NLO website. 5. Circulate information statewide about accessing report.	• Nevada Basic Literacy Report • Active link to Literacy Report on NLO website
Resources: • NLO • Libraries • NSLA Library Services • NV DOE ABE *Timeframes:* This will begin in 2007 and will be on-going.	Compile links to current literacy data 1. In addition to links from Nevada Literacy report, identify other links applicable to literacy – Census data, Kids Count, etc. 2. Post links on NLO website so that Nevadans can access the most recent literacy statistics. 3. Review links regularly to ensure they are functioning.	• Active links on NLO website to various literacy data sites
Resources: • NLO • Libraries • NV DOE • ALA • TESOL • NRHA • Others as identified	Develop best practices / research base of information and referral 1. Identify best practices in literacy education and post reports and/or links to NLO website. (Example – importance of reading fluency in developing strength in comprehension.) 2. Add to base of information as it is identified. 3. Review links regularly to ensure they are functioning.	• Active links on NLO website to variety of reports on literacy best practices, research, etc.

Resources and Timeframes	Activities	Outputs
Timeframes: This will begin in 2008 and will be on-going.		

Program Planning Area #3: Raise Awareness of NLO Support Services to Providers and Consumers

Goal:

Nevadans will become knowledgeable as to the literacy support services the NLO provides to programs throughout the state.

Short- and long-term Outcomes:

- Nevadans are aware of the activities of NLO and use NLO as a resource for literacy information.
- Nevadans recognize NLO as the single point of contact for literacy information.

Impact:

- Literacy providers and consumers have one single point of contact for obtaining statewide literacy information that is based on data, research, and best practices, as well as referral to services.

Literacy Focus:

Basic Reading & Math, English as a Second Language, GED, Workplace, Family, Financial, Health, Computer/Technology, and Information

Resources and Timeframes	Activities	Outputs
Resources: • NLO • NSLA • DCA • LCB *Timeframes:* Name change will be complete by September 1, 2007.	Seek name change for NLO that more accurately represents work of office. 1. Identify regulations/process for changing the name of the NLO. 2. Change name officially, which includes changing letterhead, business cards, etc. as appropriate.	• New "identity"
Resources: • NLO *Timeframes:* Brochure will be designed and printed by December 2007, assuming name change has been finalized.	Develop and circulate promotional brochure. 1. Design a new brochure for the NLO, incorporating name change, if a name change occurs. 2. Print brochure. 3. Circulate brochure throughout state, using variety of mailing lists to ensure widespread distribution.	• Brochure
Resources: • NLO *Timeframes:*	Educate and promote NLO to programs and/or individuals. 1. Develop a set of promotional materials to be distributed in a variety of settings. Materials will vary from brief contact	• Letter • Flyers • Informational Packets

Resources and Timeframes	Activities	Outputs
Materials will be prepared by June 30, 2008. Circulation will begin at that time and will be on-going.	information to in-depth descriptions of what the NLO does. 2. Distribution will occur at libraries; education programs; state, county, and local offices; non-profits, etc.	
Resources: • NLO *Timeframes:* On-going once resources have been established on the NLO website.	Update resources annually, keeping them current. 1. Review existing web-based resources to ensure validity and accessibility. 2. Weed out aging web-based resources and replace with current material – research, best practices, data, etc.	• Reports, reviews, and links to new research findings and best practices in literacy. • New links to literacy data.
Resources: • NLO *Timeframes:* Website redesign will be complete by June, 2008. Maintenance will be on-going.	Redesign NLO website 1. Redesign NLO website according to DCA/NSLA parameters, beginning with deletion of unwanted materials. 2. Add new information, links, etc. as they become available. 3. Monitor monthly to ensure links functioning properly.	• New website that reflects new goals and priorities of NLO. • Reports of NLO activities.
Resources: • NLO *Timeframes:* On-going	Publish articles in various newsletters. 1. Continue to publish NLO articles in Nevada Connections and DCA/NSLA newsletters. 2. Seek out potential new publications to which NLO can contribute.	• Newsletter articles
Resources: • NLO *Timeframes:* On-going	Make presentations to public as to services of NLO. 1. Develop list of potential groups interested in learning about NLO. 2. Make at least three presentations annually to educate public as to services NLO provides.	• Contact list • Various presentation outlines delineating NLO services.

Program Planning Area #4:   On-going: Statewide Literacy Programs

Goal:

Nevadans will have continuing access to existing statewide literacy activities and programs.

Short- and long-term Outcomes:

- Public libraries, statewide, have dependable financial support to sponsor summer reading programs for children, youth, and adults.
- Literacy activities for Second Language English speakers are supported through funding to public libraries.

Impact:

- Nevada families gain increased awareness of importance of family literacy activities, particularly reading to children, as a predictor of academic success for children.

Literacy Focus:

Basic Reading, English as a Second Language, Family

Resources and Timeframes	Activities	Outputs
Resources: • NLO • Partnering Agencies *Timeframes:* Annually, on-going. El Día de Los Niños occurs in April.	El Día de los Niños 1. Write LSTA grant for funding. 2. Develop subgrant application packets and distribute. 3. Process subgrant applications and issue funding notices. 4. Compile evaluations into LSTA report.	• Subgrants to libraries throughout state to conduct special activities • El Día brochures and bookmarks (for distribution) • Evaluative report
Resources: • NLO • Partnering Agencies *Timeframes:* Annually, on-going. SRP occurs form June through August, depending on the library.	Summer Reading Program (SRP) 1. Write LSTA grant for funding. 2. Develop subgrant application packets and distribute. 3. Process subgrant applications and issue funding notices. 4. Compile evaluations into LSTA report. 5. Work with DCA Public Information Officer to market program statewide	• Subgrants to libraries throughout state to conduct summer reading programs. • Evaluative report
Resources: • NLO • Library reps-urban and rural • Potential trainers *Timeframes:*	SRP Annual Conference Coordination 1. Determine location of annual conference. 2. Secure site for conference and compile accommodations list. 3. Develop annual conference information/registration packets. 4. Distribute registration packets and refer potential attendees to Continuing Ed for travel funding (if available). 5. Determine professional development priorities.	• Training session records for SRP conference • Training materials for SRP conference • SRP Manuals and Public Service Announcements

Resources and Timeframes	Activities	Outputs
Annually, on-going. SRP Conference occurs in February or March.	6. Plan (with planning committee) conference activities, agenda, etc. based upon SRP theme. 7. Process registrations. 8. Facilitate annual conference. 9. Determine location for next conference. 10. Compile conference notes and distribute to participants.	• Participant lists for SRP conference • Conference Evaluations
Resources: • NLO • CSLP • Library reps-urban and rural *Timeframes:* Annually, on-going. CSLP meeting occurs in the spring.	CSLP Annual Meeting 1. Write for LSTA funding to attend annual CSLP meeting. 2. Distribute CSLP meeting information to partnering attendees. 3. Complete travel request and registration. 4. Attend annual meeting. 5. Compile notes and distribute to SRP participants statewide.	• Meeting materials and notes • Participants' contact information • Report to Nevada SRP participants
Resources: • NLO • NSLA Administrator • Governor's Office • Public Libraries *Timeframes:* Annually, on-going. Distribution occurs in spring or summer.	Statewide Library Card Initiative 1. Meet with NSLA administrator to determine partial funding for Initiative. 2. Write for LSTA funding to support Initiative. 3. Survey all public libraries regarding participation and #'s of cards, wallets, etc. needed for their programs. 4. Design attribution cards and have printed. 5. Design wallets and have printed. 6. Distribute cards and wallets to participants	• Attribution cards • Wallets • Distribution records
Resources: • NLO • NRW Conference Coordinator *Timeframes:* Annually, on-going. Conference occurs in February. NRW occurs in April.	Nevada Reading Week (NRW) and Conference 1. Write for LSTA funding to support cost of one presenter at Nevada Reading Week conference. 2. After consultation with conference coordinator, develop training session for NRW conference. 3. Present at NRW conference. 4. Participate in conference debriefing meeting with conference chair.	• NRW Conference training materials, agenda, etc. • Presentation materials for training session • Debriefing notes • Participant counts
Resources:	Center for the Book	• Annual Nevada children's book

Resources and Timeframes	Activities	Outputs

• NLO
• Agencies/partners statewide
• Chief Officers of State Library Agencies COSLA
Timeframes:
Annually, on-going. National Book Festival takes place at the end of September.
	1. Participate in the National Book Festival.
	  • Solicit materials to be distributed at National Book Festival in Washington DC.
	  • Ship materials to Washington DC.
	  • Travel to Washington DC for Festival on the Mall.
	2. Determine partners to sponsor Nevada Center for the Book activities.
		chosen to represent the state
		• Distribution materials
		• Distribution materials provider list
		• Counts of materials distributed

Resources: • NLO • NRHA • Public Libraries *Timeframes:* Unknown at this time.	Financial Literacy Pilot Training Programs 1. Determine future activities based on evaluation of pilot programs.	• Unknown at this time
Resources: • NLO • UNR Savatt Medical Library • UCLA Medical Library *Timeframes:* This will be completed by June, 2008.	Health Literacy Information Access 1. Add Medline Plus information and link to NLO website	• Medline Plus link on NLO website
Resources: • NLO • UNR Savatt Medical Library • Public Libraries *Timeframes:* Unknown at this time.	Health Literacy Survey 1. Determine future activities based on evaluation of Health Literacy Survey.	• Unknown at this time

Program Planning Area #5: On-going: State Literacy Resource Center (SLRC)

Goal:

Nevadans will have access to literacy resources, including theories of learning, best practice information, curriculum, data, and child-through-adult readers.

Short- and long-term Outcomes:
- Teachers, tutors, and learners gain knowledge of the content of the SLRC.
- Teachers, tutors, and learners have knowledge of how to access materials in the SLRC.
- Circulation of SLRC resources increases as Nevadans learn of its accessibility.

Impact:
- The SLRC is recognized statewide as a valuable resource and its materials are widely circulated, assisting Nevadans in improving literacy.

Literacy Focus:

Basic Reading & Math, English as a Second Language, GED, Workplace, Family, Financial, Health, Computer/Technology, and Information

Resources and Timeframes	Activities	Outputs
Resources: • NLO • NSLA • ABE Coordinator • Libraries *Timeframes:* Track circulation monthly and update collection annually. On-going.	Operate State Literacy Resource Center 1. Weed collection annually 2. Update collection annually 3. Promote SLRC statewide 4. Develop and maintain SLRC virtual tour on NLO website 5. Training on how to navigate the SLRC catalog search 6. Promotion of difficult-to-find resources 7. Improve navigability of SLRC catalog 8. Training on how to navigate the NLO website 9. Hold at least one annual Open House	• Circulation records • List of newly-added materials • List of weeded-out materials • Virtual tour on website • SLRC promotional materials and distribution counts

Program Planning Area # 6:   **On-going: Participate in Adult Basic Education activities**

Goal:

- Nevada adults will have access to statewide comprehensive adult education services and information through referral provided by the NLO.

Short- and long-term Outcomes:

- Nevada human services providers, educators, and learners have knowledge of the availability of comprehensive literacy services within their communities.
- Nevada human services providers, educators, and learners have improved access to comprehensive literacy services.
- Nevada human services providers, educators, and learners have clear knowledge of the broad definition of adult education as it relates to literacy.
- Attendance to ABE professional development events helps NLO to stay abreast of research and best practices in the field of ABE.

Impact:

- Strong collaboration between ABE programs and NLO ensures on-going availability to ABE resources and services.

Literacy Focus:

Basic Reading & Math, English as a Second Language, GED, Workplace, Family, Financial, Health, Computer/Technology, and Information

Resources and Timeframes	Activities	Outputs
Resources: • NLO • ABE Coordinator • ABE Leadership Coordinator • Adult High School • JOIN • Nevada Job Connect • ABE Programs statewide *Timeframes:* Annual – on-going	Participate actively in Adult Basic Education Functions 1. Attend Directors' Meetings. 2. Facilitate ABE collaborative activities. 3. Seek ABE funding for specific project implementation. 4. Participate in professional development with regard to family literacy and adult education. 5. Contribute to ABE newsletter on quarterly basis.	• Materials from ABE meetings • ABE grant project/dollar records • Nevada Connections newsletter articles • Professional development materials

Appendix

Nevada Literacy Office
Summit Summary

The Nevada Literacy Office with funding support from the Northern Nevada Literacy Office through an ABE Leadership grant, sponsored summits in Reno, Las Vegas and Elko in March and April of 2007. The purpose of the summits was to collect information from literacy stakeholders to inform the creation of a strategic plan for the Nevada Literacy Office. The Nevada Literacy Office staff collected contact information and sent invitations to providers of literacy services from across the state. Attendance was encouraging with 57 participants in Reno, 36 in Elko and 30 in Las Vegas. Participants represented providers located across Nevada, including Carson City, Dayton, Elko, Eureka, Fallon, Fernley, Gardnerville, Henderson, Las Vegas, Lovelock, Minden, North Las Vegas, Pahrump, Reno, Silverpeak, Sparks, Virginia City, Winnemucca and Yerington, and state offices from around Nevada. While results were similar for each summit, there were differences in emphasis as indicated in the notes below.

Need for a Statewide Coalition
First, given the name of the office, participants were asked if they were aware of an existing broad-based statewide literacy coalition and none was identified. Participants were then asked if they felt there was a need for a statewide literacy coalition with results by region as follows:

> **Reno** - Participants were very supportive of the concept of a statewide coalition focused on advancing literacy efforts and felt the Nevada Literacy Office was well-positioned to initiate an effort to create a coalition. Participants brainstormed the following possibilities for a statewide coalition:
> - Oversight and troubleshooting for literacy initiatives
> - Reduce fragmentation among providers
> - Information clearinghouse
> - Literacy program information and referral services
> - Advocacy for rural communities with smaller populations
> - Reduce duplication of efforts
> - Create a forum for state agencies to talk with each other
> - Facilitate collaboration
> - Provide access to expertise found in higher education
> - Training and capacity building for literacy providers
> - Initiate interaction with other human services sectors
>
> **Elko** - Participants were generally supportive of the concept of a statewide coalition focused on advancing literacy efforts but felt the coalition could operate on an ad hoc basis, convening meetings of literacy providers but not necessarily requiring an on-going structure. There was support for the Nevada Literacy Office to initiate statewide coalition efforts by continuing to convene stakeholders. Participants brainstormed the following possibilities for a statewide coalition:
> - Collection and allocation of resources
> - Convener
> - Information and resource sharing
> - Fund development and fund distribution
> - Advocacy, prioritization of advocacy strategies
> - Resource library that is more readily accessible
> - Assistance to address emerging critical issues (i.e. ESL)
> - Assistance to address transportation needs
> - Statewide public education regarding needs, why literacy important, broad definition of literacy

- Facilitate creation/meetings of local literacy coalitions to get them started
- Convene literacy summits on an ad hoc basis as needed
- Serve as a clearinghouse of information
- Provide resource and referral information and services

Las Vegas - Participants were generally supportive of the concept of a statewide coalition focused on advancing literacy efforts and felt the Nevada Literacy Office was well-positioned to initiate an effort to create a coalition. Participants felt the effort should be focused and cautioned against too many meetings. Participants brainstormed the following possibilities for a statewide coalition:
- Collect and publish literacy standards
- Information and referral services
- Include tribal communities in coalition efforts
- Include career literacy as part of definitions
- Advocacy
- Anything handled better at a statewide level
- Publicity about existing programs
- Seed money for new initiatives
- Collect and publish existing data
- Engage private industry in literacy efforts
- Information clearinghouse, web-based efforts
- Evaluation to determine what is making a difference
- Oversight of licensing to increase access to tools, efficiency in purchasing
- Create connections
- Facilitate collaborations
- Share best practices, train the trainer
- Needs assessment

Priorities for NLC Programs and Initiatives
Participants were introduced to four concepts as examples of programs the NLC could continue or initiate in the future and provided a handout with information on the four concepts. Program possibilities included the State Literacy Resource Center, a capacity building effort for volunteer tutors which has been successful in the past, the Nevada Certified Literate Communities program; and the creation of a statewide plan to improve literacy in Nevada. Participants were then asked to identify any additional programs or services they would like to see provided by the NLC office.

Once the list was complete, participants were asked to prioritize based on the programs, services or initiatives they felt would be most useful. Each participant was allowed to vote on two or three priorities based on the size of the audience and the number of potential programs. Results for each of the regions were as follows:

Reno
1. Serve as an information clearinghouse (including best practices, trends, services, potential funding, knowledge and expertise available, training opportunities) – 40 votes
2. Help to build capacity of local literacy coalitions (like Literate Communities) – 21 votes
3. Facilitate the creation of a state literacy plan – 20 votes
4. Maintain and build upon the State Literacy Resource Center – 15 votes
5. Build capacity and provide point of contact for volunteer programs – 13 votes
6. Incubator of literacy collaborations across silos – 13 votes

7. Public awareness campaign (designed to reduce stigma, raise awareness of needs, and identify partners and available services) – 12 votes
8. Understanding workforce needs and working to integrate workforce development efforts into literacy efforts – 10 votes

Elko
1. Help to build capacity of local literacy coalitions (facilitate local information sharing and help to reduce duplication of efforts) – 11 votes
2. Maintain and build upon the State Literacy Resource Center (make it easier to find and include more materials that are accessible electronically) – 9 votes
3. Serve as an information clearinghouse (including available funding, best practices, links to useful websites, events, training opportunities, key contacts at local coalitions) – 9 votes
4. Fund development and distribution (particularly in areas where the state has access and local communities do not; distribute information and coordinate grant applications) – 7 votes
5. Build capacity and provide point of contact for volunteer programs – 2 votes
6. Facilitate the creation of a state literacy plan – 0 votes
7. Coordinate legislative priorities and advocacy – 0 votes

Las Vegas
1. Collect and publish literacy standards – 17 votes
2. Fundraising oversight (technical support, distribution of available funding, information sharing on possible collaborative fundraising efforts) – 14 votes
3. Public awareness campaign – 12 votes
4. Initiate and facilitate the creation of research to support literacy efforts – 12 votes
5. Maintain and build upon the State Literacy Resource Center (add a virtual tour, links to useful sites, work on visibility and ability to search) – 7 votes
6. Help to build capacity of local literacy coalitions (like Literate Communities) – 7 votes
7. Facilitate the creation of a state literacy plan – 5 votes
8. Build capacity and provide point of contact for volunteer programs – 1 vote

Additional Input

At the first summit in Reno, time was available to seek additional input on the top three potential programs and services. Participants were divided into three smaller groups to provide input as follows:

Information Clearinghouse
- Materials should be internet accessible.
- Include a calendar for trainings available to entities that could be edited by stakeholders and includes all types of trainings for both clients and service providers.
- Maintain the information necessary to assure 211 phone and web system has accurate information reflecting literacy programs in the state.
- House literacy data, demographics, census information – one stop shopping for data.
- Include bullet points on legislation governing various entities.
- Publish an electronic newsletter with information, new resources in SLRC.

Literate Communities/Local Literacy Coalitions

Issue: Should the Nevada Certified Literate Communities be revitalized? If yes, what part would the NLC play in this effort?

What is it about this project that interests you, and what do you think it can do for your community?

- Drawing in a cross section of the community creates the opportunity for local buy-in regarding literacy issues, which in turn, increases the chances of support for local literacy programs and activities. (There's power in numbers)
- It will stimulate greater awareness and activity on the local level
- Creates the opportunity for stronger local connectivity—a mechanism for developing a more closely knit support network

What role should the Nevada Literacy Office play in this activity?

- Should provide information, training and funding
- Assist in making sure local literate communities receive recognition on a statewide basis
- Provide incentives for the private and corporate sector to be more involved
- Having a local committee member (probably the local Literate Committee Chair) serve as a liaison back to the NLC, so there will be two-way communication between the state office and the local committee.

Parking lot items - two other interesting issues surfaced, but need to be discussed in another venue including:

- The difficulty in recruiting and retaining literacy volunteers (all the seniors are going on cruises these days instead of volunteering).
- How do we ensure longevity and continue the momentum with these local literacy committees?

Statewide Literacy Plan

A statewide literacy planning effort should:

- Break down silos
- Engage everyone from clients to decision makers in supporting literacy efforts
- Provide avenues for communication across literacy fields
- Coordinate existing literacy planning efforts
- Identify what is working and what isn't working in literacy efforts
- Identify priorities and help the literacy community to maintain focus
- Help to focus and increase resources
- Bring credibility to literacy efforts
- Help the public to understand the impact of low literacy on communities
- Address root causes
- Raise expectations for literacy in Nevada

Facilitated Networking

In Elko, providers noted that they were unfamiliar with each others' programs and asked if a portion of the time available could be used for networking. The summit concluded with each participant sharing information regarding their agency and the literacy services provided.