

*10th Anniversary Edition*

1998 - 2008

COLLABORATIVE CENTER FOR



DEVELOPMENT

2007 - 2008 ANNUAL REPORT



## The Power of Collaboration

The power of collaboration is truly seen in the Collaborative Center for Literacy Development (CCLD)—not only in the name, but in how CCLD was actually created 10 years ago.

I was at the University of Kentucky (UK) College of Education as Director of the Institute on Education Reform and Associate Professor in Educational Administration at the time the opportunity presented itself to work with Senator Kelly, Senator Westwood, and members of their staff who were considering putting together an initiative on early literacy program development. There was a great deal of interest in Reading Recovery, as well as creating a focus on improving literacy in the early years. Dean [Shirley] Raines, Judy [Embry], and I were invited to meet with Senator Kelly and his staff, and from this meeting, and thanks to Dean Raines, there was a refocus on the development of a balanced approach to literacy. When Senator Kelly introduced the bill for this work, an idea grew to create an RFP process to which the universities could respond to create a center. Under Dean Raines, leadership, UK decided to invite all of the other state universities to join in developing a collaborative application in order to best meet the training needs of all teachers in the state. This was the beginning of the conceptualization of the Collaborative Center for Literacy Development. All of the deans were invited to send their reading/ literacy faculty to a meeting at UK, and were invited to attend if they chose, and the work began.

Needless to say, there has not always been a collaborative culture among and between the universities. There are many examples of communication and some levels of coordination between universities—the presidents and deans, department chairs, individual faculty members—but very few examples existed 10 years ago of collaborative models. Some of the early conversations suggested that the funds should be simply distributed evenly across all of the universities to create their own form of delivery of the elements of the balanced approach to literacy. However, the more we discussed the value of a comprehensive, coherent approach to creating and delivering a collaborative center, the more it became apparent that the whole would certainly be greater than the sum of its parts. Collaboration surely does make a difference, and 10 years later, the many individuals who came together to take a “glimmer” have turned it into a truly shining star!!!

Lois Adams-Rodgers  
Former Executive Director  
1998-2000

## An Amazing Journey

Kentucky's Collaborative Center for Literacy Development (CCLD) has literally exploded, both in numbers and in influence, over the past ten years. It has been so successful that the center's staff has moved its offices three times in order to make room for the growing number of needed employees. It is so influential that educators nationwide go to the center's website to use the results of the research conducted by CCLD. In Kentucky, educators participate in CCLD's professional development to such an extent that every year, the center's projects have more applicants than they can serve.

Today, CCLD's mission to meet the literacy needs of students, pre-school through adulthood, has been realized thanks to the tireless effort of dedicated literacy leaders and others from the eight partner universities across our state. For ten years they have continued their commitment to meet regularly to ensure that a common statewide curriculum for graduate classes in literacy is offered. They have accomplished the amazing task of fulfilling the CCLD mission as together they provide research and professional development that impact the lives of thousands of Kentucky's students.

The CCLD Executive Director and staff, partner university faculty, and state legislators are to be commended for realizing the very ambitious vision of putting in place a center where universities, who often must compete with each other, have worked to significantly improve literacy skills on behalf of all students.

Nawanna Privett  
Former Executive Director  
2000-2004

## Executive Summary

On behalf of the staff of the Collaborative Center for Literacy Development: Early Childhood Through Adulthood (CCLD), we are pleased to present the 2008 annual report. This report is a milestone in CCLD's history marking 10 years of professional development and research in literacy.

Looking back on a decade of service to the educational community has been exciting as CCLD's imprints are visible in shaping the literacy agenda for the Commonwealth. In reflection, one theme emerges characterizing CCLD's efforts. The integrity of CCLD's work has been maintained by a strong commitment to collaboration and excellence, exemplified by our partner relationships with the eight state public universities and the National Center for Family Literacy.

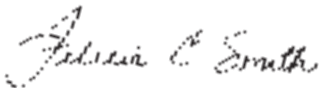
This commitment is evidenced in our professional development initiatives such as the Early Childhood Teaching Academies, Kentucky Reading Project, Adolescent Literacy Coaching Project, and Kentucky Adult Education initiatives. In addition, our research efforts have focused on early and adolescent interventions through evaluations of the Read to Achieve, Reading First, and Striving Readers grant programs. Our goals mirror the goals of many other state educational agencies, bringing about a sense of synergy as we forge ahead on a mission to improve and refine literacy teaching and learning.

Kentucky has greater work to accomplish in our march toward a more literate Commonwealth. Although we face challenging times, CCLD will continue to be a collaborative partner in promoting and securing higher levels of literacy proficiency for children and adults across the state. We feel confident a brighter future is on the horizon as we empower educators and inform policy makers about research-based practices and key issues in literacy. Our commitment to diversity in multiple facets of the word is growing very strong as we strive to emphasize equity and inclusiveness in all aspects of our work.

In closing, as CCLD transitions from infancy to adolescence as a center, we vow to nurture a community where literacy remains a high priority for all. We dedicate this special issue to our university and educational agency partners, legislative friends of literacy, CCLD's past and present leadership, and the educators, children, and adults of Kentucky.

Please join us in celebrating our past, present, and future as you read this report. We invite you to learn more about our work through our website, [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).

Sincerely,



Felicia C. Smith  
Executive Director



Susan C. Cantrell  
Former Executive Director  
2004-2008



Felicia Cumings Smith  
Executive Director



Susan C. Cantrell  
Former Executive  
Director

## Table of Contents

	3	Mission-Vision-Core Values Advisory Committee
	4	Collaborative Partners
	8	Overview
	9	Senate Resolution #179
	10	Budget
	11	Participation Map
EARLY CHILDHOOD	14	Early Childhood Teaching Academies–Graduate Evaluation
	15	Early Childhood Teaching Academies–Undergraduate
ELEMENTARY	18	Reading Recovery
	22	Kentucky Reading Project
	24	Kentucky Reading Project–Evaluation
	26	Reading First Evaluation
	28	Read to Achieve Evaluation
MIDDLE & HIGH	32	Middle and High School Pilot Projects
	33	Content Literacy Project
	34	Striving Readers Evaluation
	36	Adolescent Literacy Coaching Project
	38	Adolescent Literacy Coaching Project–Evaluation
ADULTHOOD	42	Kentucky Adult Education Kentucky Adult Educators Literacy Institute
	43	Kentucky Adult Education
	44	READ KY
	45	READ KY–Evaluation
	46	Kentucky Literacy Research Symposium
	48	Clearinghouse

*This document reports activity that occurred during the July 1, 2007 through June 30, 2008 fiscal year.*

## MISSION

The mission of the Collaborative Center for Literacy Development is to promote literacy and address the diverse needs of all learners through professional development for Kentucky educators and research that informs policy and practice.

## VISION

As a dynamic leader in literacy development, we envision a future in which CCLD:

- Is a nationally renowned center dedicated to the promotion of literacy in Kentucky and beyond
- Provides a national model for professional development, research, and statewide collaboration
- Increases the literacy levels of learners in the state while fostering a culture that values literacy
- Empowers educators to develop literacy expertise so that all learners achieve their full potential

## CORE VALUES

- Collaboration:** We are committed to shared knowledge, expertise, and effort with diverse partnerships dedicated to common goals.
- Diversity:** We value diversity of thought, culture, and experience and are committed to equity in serving the literacy needs of a diverse society.
- Empowerment:** We believe in the power of literacy and life-long learning to remove barriers and to transform people's lives.
- Excellence:** We value quality programs, rigorous research, and data-driven decision making.
- Integrity:** We believe in honesty, openness, and accountability to ourselves and to our constituents.
- Service:** We are committed to listening to educators and to responding to their needs related to literacy instruction and practice.

## CCLD Advisory Committee Constituents

The Advisory Committee shares insight and provides guidance to further the work of CCLD.

### CONSTITUENT GROUP

Adult Educators	Kentucky Department of Education
Association of Kentucky Independent Colleges and Universities	Kentucky Education Media (KET/KYVU)
Community - Businesses	Kentucky State Senate
Community - Charities/Foundation	Kentucky State University
Community - Family Workplace	Morehead State University
Council on Postsecondary Education	Murray State University
Early Childhood	National Center for Family Literacy
Eastern Kentucky University	National Literacy Researcher
Elementary Teachers/Principals/Superintendents	Northern Kentucky University
Kentucky Adult Education	University of Kentucky
Kentucky Community and Technical College System	University of Louisville
	Western Kentucky University

*CCLD intends to expand the committee membership to include representation from:*

Education Professional Standards Board  
Kentucky Reading Association  
Kentucky Writing Project  
School Administrators – Elementary  
School Administrators – Middle/High  
School Administrators – Superintendents  
Southern Regional Education Board



I offer this letter as evidence of our ongoing support for the initiatives of the Collaborative Center for Literacy Development (CCLD). The partnership between CCLD and Eastern Kentucky University (EKU) has provided numerous opportunities for faculty members to become engaged in research and professional development across the Commonwealth of Kentucky. Many faculty have participated in the rich opportunities provided them by CCLD.

The opportunities provided through CCLD initiatives have resulted in skill development that will enhance literacy development for children, youth, and adults in the Commonwealth of Kentucky. I am pleased to be able to offer my full support.

Respectfully,

Bill Phillips  
Dean, College of Education  
Eastern Kentucky University

As an institution whose history is rooted in the preparation of teachers of eastern Kentucky, the high quality of professional development opportunities that have been afforded the classroom teachers of the region is of special importance to me and the faculty members of ECU's literacy and reading programs.



The Kentucky Reading Project (KRP) at Kentucky State University is pleased to collaborate with the Collaborative Center for Literacy Development (CCLD) and the partnership between the other seven universities, the National Center for Family Literacy, Reading First State Coaches, and the Kentucky Department of Education. During the ten years of KRP at Kentucky State University, it has also been exciting to witness the growth and leadership skills of the directors, Dr. Pat Higgins at KSU and Dr. Tiffany Wheeler at Transylvania University, both professionally and personally. It is also exciting to see the accomplishments and the differences they have made with the

participants in the schools across the Commonwealth. Without the guidance of CCLD it may not have been possible. Thanks for the opportunity to be a part of CCLD. Therefore, KSU is pleased to congratulate CCLD for a job well done.

Thank you,

Gashaw Lake  
Dean, College of Professional Studies



Morehead State University's partnership with the Kentucky Collaborative Center for Literacy Development (CCLD) has made a positive difference in the lives of children and teachers in Eastern Kentucky over the past 10 years. Through this collaborative, scholars, researchers, and practitioners work together to critically examine and discuss issues in literacy research. Collaborators design and implement literacy strategies that make a difference in P-12 classrooms through initiatives such as the Kentucky Reading Projects at MSU and Region 8, the Early Childhood Academies, the Reading First Project, and the Adolescent Literacy Coaching Project.

An unintended outcome from our partnership with CCLD is that Morehead State University Faculty and P-12 school partners have found the Kentucky Reading Project to be an effective professional development

model, which extends the reach of CCLD far beyond its mission to promote literacy of all learners through research and professional development.

Congratulations on reaching a 10-year milestone of educational service to the students and teachers of the Commonwealth – we are proud to be partners with CCLD and look forward to our collaboration for another 10 years!

Sincerely,

A handwritten signature in black ink that reads 'Cathy Gunn'.

Cathy Gunn  
Dean, College of Education  
Morehead State University



In recognition of the power of collaboration to improve education at every level, the College of Education at Murray State University applauds the efforts of the Collaborative Center for Literacy Development (CCLD) to move literacy engagement to a new level of result. The College of Education has enjoyed a 10-year relationship with the Collaborative Center for Literacy Development.

CCLD's funding of the Kentucky Reading Project has provided hundreds of teachers in our service area with the opportunity to transform literacy instruction in their classrooms. CCLD is truly collaborative; faculty from Murray State have engaged in shaping the vision of CCLD by serving in various capacities within the organization. The collaborative structure of CCLD has certainly strengthened relationships among literacy faculty across all of the state universities.

CCLD has also supported the development of the Reading Recovery project housed at the College of Education. While the project was slow to develop in

our service region, it has gained momentum and is now training 17 teachers in the award winning Reading Recovery methods and techniques. CCLD has been unwavering in its support of this important reading improvement effort.

Overall, CCLD has provided an environment for collaboration to thrive, resources to allow projects to move to the next level, a clearinghouse to keep educators informed, research to enlighten us, and a worthy agenda to focus our efforts to promote literacy to improve lives and communities.

Sincerely,

A handwritten signature in black ink that reads 'Russ Wall'.

Russ Wall  
Dean, College of Education  
Murray State University

Northern Kentucky University (NKU) is pleased to support the many activities of the Collaborative Center for Literacy Development (CCLD) and greatly appreciates the efforts of the Collaborative to engage faculty members in research and professional development.

NKU and the College of Education and Human Services have participated with CCLD since its inception with the Kentucky Reading Project and Reading Recovery, and most recently, the Adolescent Literacy Coaching Project. Each of these initiatives has provided the funding and capacity for sustaining a professional, collegial literacy network among the entire regional university literacy faculty within the state. In addition, the initiatives have offered a conduit to impact practitioners in the NKU region through a common

literacy professional growth experience that offers graduate credit hours at no expense to the practitioner or NKU.

We applaud CCLD's objectives and strongly feel CCLD's many initiatives are an asset to the Commonwealth of Kentucky.

Sincerely,



Elaine Jarchow  
Dean, College of Education  
Northern Kentucky University



Congratulations as you celebrate the 10th anniversary of the Collaborative Center for Literacy Development: Early Childhood through Adulthood (CCLD). Faculty, staff, and administrators in the College of Education at the University of Kentucky (UK) are pleased to have been involved in the establishment of the center in 1998 and to have served as the primary home for the center since that time.

Having all eight state universities and the National Center for Family Literacy work together over a ten-year period to advance literacy across the Commonwealth of Kentucky has been a remarkable achievement. This partnership has served as an ideal model to help CCLD achieve its mission to promote literacy and address the diverse needs of all learners through research and professional development. Indeed, this partnership model has become a highly successful one for other states to emulate.

At the University of Kentucky, the partnership has provided valuable research and professional development

opportunities for our faculty and graduate students. In addition, through initiatives such as the Kentucky Reading Project, Reading Recovery, the Adolescent Literacy Coaching Project, and the Kentucky Adult Educators Literacy Institute, educators across the Commonwealth have had the opportunity to engage in professional development related to literacy across the life span.

Again, congratulations on this important milestone for CCLD. Its leadership and staff are to be commended for ten highly successful years. We in the UK College of Education look forward to continuing this partnership for many years to come.

Sincerely,



Rosetta F. Sandidge  
Interim Dean  
University of Kentucky



At the time of the compilation of this report, the University of Louisville was undergoing a transition in

the position of College of Education Dean; therefore, a statement was not able to be obtained for inclusion.





I am pleased that WKU has had an opportunity to participate in various CCLD initiatives during the past ten years. The partnership between CCLD and WKU has provided numerous opportunities for faculty members to become engaged in research and professional development opportunities across the Commonwealth of Kentucky. Faculty members have participated in CCLD sponsored research that has helped them to develop their scholarly agenda and has provided opportunities for graduate students to develop their knowledge and skills in varied aspects of literacy. Research findings have been recognized nationally and internationally and have been used to strengthen the voice of advocacy for literacy development when meeting with members of the General Assembly.

In addition to facilitating research opportunities for faculty members and graduate students, numerous CCLD initiatives, i.e., KRP, KAELI, and ALCP, have incorporated professional development opportunities for classroom teachers across the Commonwealth. Many of the opportunities have been interdisciplinary

in nature and have resulted in the development of highly qualified teachers and leaders in our schools.

The entire faculty in WKU's literacy program have participated in rigorous research studies and/or professional development initiatives supported through CCLD. These opportunities have strengthened faculty members as individuals and as members of a team working to enhance the overall level of literacy development for children, youth, and adults in the Commonwealth of Kentucky. These initiatives have been invaluable, and the opportunity to participate and provide leadership in various CCLD partnerships has been greatly appreciated.

Respectfully,

A handwritten signature in black ink, appearing to read 'Sam Evans'.

Sam Evans  
Dean, College of Education  
Western Kentucky University



Over the past ten years, the relationship between the National Center for Family Literacy (NCFL) and the Collaborative Center for Literacy Development (CCLD) has been a strong partnership focusing on family engagement. NCFL has adapted its professional development from a primary focus on comprehensive family literacy services, to the present focus on family engagement and research-based reading strategies. This evolution has been enhanced by the use of pre and post surveys that NCFL has used to guide the professional development since the earliest days of the partnership. The Directors of each Kentucky Reading Project based at universities also helped to guide the evolution of the professional development system. They incorporated the most recent reading research and practice into their work, as the training staff at NCFL expanded its contribution of research-based reading strategies to the project. The Center's leadership has worked tirelessly to encourage the individual Directors to be responsive to the practitioners. It is through this joint effort that the Kentucky Reading Project has developed into a premier professional development system that has influenced other Kentucky and national professional development efforts.

NCFL takes pride in this collaboration, which provides on-going opportunities to meet and discuss issues

facing Kentucky's teachers, thereby allowing time, resources and field work for keeping NCFL staff members directly connected to the needs of the field. Both the Share Fair and the Research Symposium bring renowned reading specialists to Kentucky. NCFL staff members have benefited from the exposure to these literacy experts, while working on NCFL research projects with other renowned researchers. NCFL's ongoing projects in the areas of working with low literate and English language learner families, as well as family engagement initiatives, have enhanced the professional development provided as well. KRP teachers are now presenting at NCFL's Annual National Conference, and CCLD holds special meetings as well.

We look forward to a continued relationship where both organizations learn and share their expertise with teachers, which ultimately impacts the lives of students and families.

A handwritten signature in black ink, appearing to read 'Sharon Darling'.

Sharon Darling  
President & Founder  
National Center for Family Literacy

## Overview 1998-2008

Since its establishment in 1998, through Senate Bill 186, the goal of the Collaborative Center for Literacy Development (CCLD) has been to provide high quality professional development and research for the improvement of literacy achievement, early childhood through adulthood. Over the past ten years, CCLD has provided professional development and research in almost every district across the Commonwealth. As a result, we can proudly say tens of thousands of students have been impacted by CCLD's far-reaching efforts to improve literacy instruction and practice.

CCLD's professional development efforts have been accomplished through collaborative partnerships with state public and private institutions of postsecondary education and adult education providers. One hundred and seven Kentucky Reading Project demonstration sites have been selected to serve as instructional models across the state with 2,396 elementary teachers participating in this professional development initiative. The CCLD website, including the interactive clearinghouse, has provided current research and information about research-based reading models, literacy resources, and research for over 33,000 visitors from 24 countries. CCLD has maintained a strong commitment to early reading intervention through the support provided to the University of Kentucky's Reading Recovery training site which was established in 2001 as the 23rd accredited University Training Center in the country. Since that time, 23 Teacher Leaders have been trained and have provided training for over 400 Reading Recovery teachers. The Adolescent Literacy Coaching Project has developed a network of 48 literacy coaches who work with content area teachers to improve literacy instruction in practice across the curriculum. CCLD's adult literacy efforts began with the Kentucky Adult Educators Literacy Institute in 2002 which trained over 215 adult educators from across the state. In more recent years, CCLD has created a more comprehensive workshop approach for adult literacy educators designed as a series of workshops which build upon one another.

CCLD is charged with creating a comprehensive research agenda that evaluates several reading models and initiatives. At the state level, CCLD has evaluated early reading intervention models implemented as part of Kentucky's Read to Achieve Grant program. More than 325 schools participate in this evaluation study which examines the impact of early reading intervention for over 18,000 students. Two federally funded reading initiatives are evaluated by CCLD. Kentucky Reading First has been evaluated the past four years in 73 schools. This research examines a comprehensive approach to reading instruction through core, supplemental, and intervention services provided to students. This study has been expanded to include a component evaluating the effects of Reading First in lowering the number of special education referrals in the primary grades. In addition, CCLD became one of only eight national recipients for a Striving Readers evaluation grant designed to target appropriate interventions for adolescent learners. These opportunities have increased CCLD's presence over the years in the national literacy community.

Collaboration is the cornerstone of CCLD's work which is exemplified in the composition of the center's advisory committee. The constituents of this group represent our on-going partnerships with the eight state public universities, the National Center for Family Literacy, the legislature, and other educational and community agencies. A national literacy expert serves on this committee to ensure CCLD's work is responsive to the needs of a larger literacy community.



*Senators Dan Kelly and Jack Westwood, CCLD staff, and supporters in the Senate chamber during the CCLD 10th anniversary recognition in March 2008*



*CCLD Open House (May 19, 2008) – Sen. Dan Kelly, Dr. Janice Almasi, First Lady Jane Beshear, Dr. Susan Cantrell, Sen. Jack Westwood*

## Senate Resolution 179 – 2008

### Honoring the Collaborative Center for Literacy Development's 10-Year Anniversary

*A resolution honoring the Collaborative Center for Literacy Development on its 10th anniversary of serving the Commonwealth in its endeavor to improve the literacy skills of its citizens.*

*WHEREAS, the Collaborative Center for Literacy Development: Early Childhood through Adulthood was created by the 1998 General Assembly to promote literacy and address the diverse needs of all learners through research and professional development; and*

*WHEREAS, the Collaborative Center for Literacy Development, located in the College of Education at the University of Kentucky, was created as a unique effort among Kentucky's eight public universities and the National Center for Family Literacy to address the diverse needs of all literacy learners and to conduct professional development and coaching for educators, early childhood through adulthood; identify Kentucky Reading Project Demonstration sites; assist local school districts located in areas with low reading skills; develop a clearinghouse for research; collaborate with public and private postsecondary institutions; and create a comprehensive research agenda; and*

*WHEREAS, in the ten years since its inception, the Collaborative Center for Literacy Development has been an influential advocate for promoting literacy to all learners from early childhood through adulthood; and*

*WHEREAS, through the Collaborative Center for Literacy Development's professional development and research initiatives, it has enhanced the quality of many of Kentucky's teachers and the instruction they provide through a variety of efforts including Read to Achieve that was in 311 schools during the 2006-2007 school year; and*

*WHEREAS, Reading Recovery, an intense, short-term early intervention for struggling young literacy learners in the first grade, has been supported and expanded through the center and has provided intervention services to over 3500 children in the 2006-2007 school year; and*

*WHEREAS, the Collaborative Center for Literacy Development's focus on high-quality instruction has led to the increased achievement of all Kentucky learners and great strides in the Commonwealth's literacy efforts; and*

*WHEREAS, the Collaborative Center for Literacy Development, established in April 1998, has provided exemplary service in pursuit of its mission of promoting literacy; and*

*WHEREAS, this Honorable Body recognizes that an educated and literate citizenry contributes to the overall improvement of the entire Commonwealth and benefits all Kentuckians;*

*NOW, THEREFORE,*

*BE IT RESOLVED BY THE SENATE OF THE GENERAL ASSEMBLY OF THE COMMONWEALTH OF KENTUCKY:*

*Section 1. The members of the Senate do hereby recognize and thank the Collaborative Center for Literacy Development for ten years of exemplary service to the citizens of Kentucky, and congratulate the center for a decade of excellent work.*

*Section 2. The Clerk of the Senate is directed to transmit a copy of this Resolution to Susan Cantrell, Executive Director of the Collaborative Center for Literacy Development, University of Kentucky, 120 Quinton Court, Suite 200, Lexington, Kentucky 40509.*

## Collaborative Center for Literacy Development (CCLD) 2007-2008

### CCLD GENERAL BUDGET

Kentucky Reading Project (University sites)	\$547,975
READ KY	700,000
Early Childhood Evaluation	66,000
Comprehensive Research	304,990
National Center for Family Literacy	42,905
Clearinghouse & Communications	68,312
Administrative Support	125,487
Personnel	469,331
<b>Total CCLD General Budget</b>	<b>\$2,325,000</b>

### CCLD INITIATIVES

Reading Recovery	\$1,800,000
Adolescent Literacy Coaching Project Grant	\$1,539,322
KY Adult Educators Grant	\$312,151
Early Childhood Teacher Academy Grant	\$150,000
Reading First Evaluation Grant	\$250,751
Striving Readers Grant	\$691,775
<b>Total CCLD Initiative Funding</b>	<b>\$4,743,999</b>

### TOTAL CCLD 2007-2008 FUNDING

**\$7,068,999**



Paul Brown





# EARLY CHILDHOOD

# EARLY CHILDHOOD

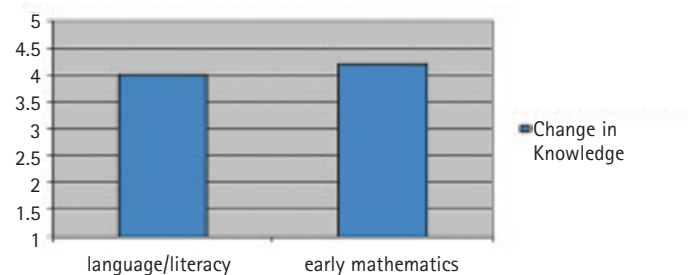


## Early Childhood Teacher Academies—Graduate Evaluation Summary

In June-July 2007, the Kentucky Department of Education (KDE) sponsored four week-long Early Childhood Teacher Academies (ECTA) across the state. The purpose of the Academies was to improve language, literacy, and early mathematics classroom practices for children receiving Kentucky state preschool (e.g., public preschool, special education) and Head Start services. Along with KDE, CCLD funded an evaluation of the Academies, led by Dr. Kristen Missall of the University of Kentucky, that targeted (1) participants' level of learning at their Academy; (2) the effect of Academies on classroom instruction; and (3) effect of the Academies on child outcomes. The evaluation was led by Dr. Kristen Missall of the University of Kentucky.

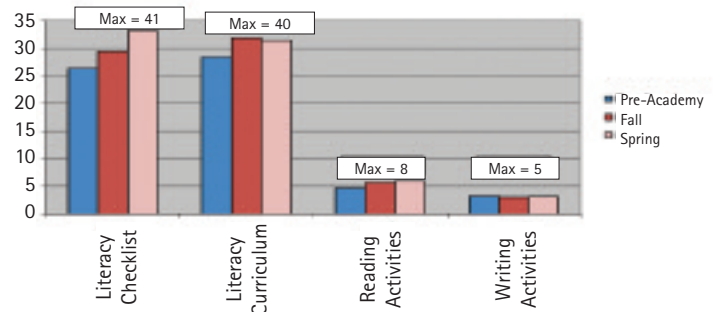
Seventy-three participants completed a survey of their Academy learning and experiences. Items were rated on a scale from 1 (no change in knowledge) to 5 (significant change in knowledge). Participants reported gaining a great amount of new knowledge (Figure 1).

**FIGURE 1. TEACHER RATING OF ECTA LEARNING**



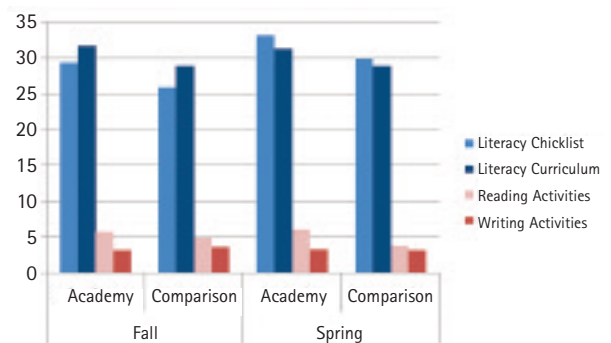
Before participants attended the Academies and then in the spring and fall of the 2007-2008 academic year, classroom observations of language, literacy, and early mathematics practices were conducted for a sample of 17 Academy teachers across the state. Classroom observations of language and literacy (Figure 2) showed marked increases from pre-Academy to post-Academy and continued effects after the Academy in quality of instruction and related activities.

**FIGURE 2. OBSERVATIONS OF LANGUAGE AND LITERACY IN ACADEMY CLASSROOMS**



During the 2007-2008 academic year (in fall and spring), observations were also conducted in 13 Comparison classrooms across the state with teachers who had not participated in the Academy. Classroom observations of language and literacy (Figure 3) generally showed differences in quality of instruction and related activities between Academy and Comparison classrooms in favor of Academy classrooms.

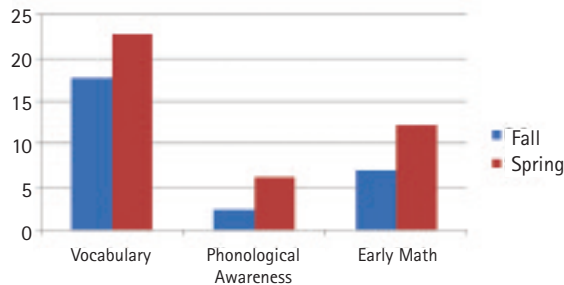
**FIGURE 3. ACADEMY AND COMPARISON CLASSROOMS: LANGUAGE AND LITERACY QUALITY**





Child assessments of language, literacy, and math skills were also collected in the fall and spring and in Academy (n = 44) and Comparison (n = 36) classrooms. No group differences were found, suggesting that Academy impacts did not extend to child skills within one academic year, but children in both groups improved significantly in language, literacy, and math skills from fall to spring (Figure 4).

**FIGURE 4. CHILD PERFORMANCE IN ALL CLASSROOMS FALL TO SPRING**



## Early Childhood Teaching Academies–Undergraduate

Responding to the need for high quality professional development for early child care and education professionals, the Kentucky Department of Education and the Collaborative Center for Literacy Development partnered to provide an Early Childhood Teacher Academy, birth-five at the undergraduate level (U-ECTA). The goals of the U-ECTA are two-fold:

- To allow participants to move into more advanced (e.g., bachelor's level) programs
- To increase knowledge and application of literacy and language-based activities and strategies in the classroom, thereby positively influencing child learning

Modeled after the Early Childhood Teacher Academies (preschool) at the graduate level that were offered by the University of Kentucky (UK) for the past three years, UK developed a pilot academy to be implemented in spring 2008. Objectives for the undergraduate course focused on knowledge of early language and literacy development included in the National Association of the Education of Young Children and the International Reading Association's work, as well as the Kentucky Early Learning Standards. UK early childhood faculty and trainers from the Child Care Council provided the instruction. The audience for the course was early child care and education professionals who were not enrolled in an undergraduate program. Classes were held on Friday nights and Saturdays, one weekend a month, from January through May. Upon completion of the course requirements, the participants received three hours of undergraduate credit at UK. The UK pilot site was also developed to inform a model for scaling up the Undergraduate Academies across the state in subsequent years.

In spring 2008, other universities and community colleges were given the opportunity to submit requests for proposals for three additional U-ECTAs to be offered in the fall semester of 2008. The intent was for a college or university to partner with a Regional Training Center or a Child Care Resource and Referral agency to offer the academy. To date, Northern Kentucky University and the Anderson County Regional Training Center, as well as Henderson Community College and the Calloway County Regional Training Center, have been awarded grants to provide U-ECTAs in their respective areas. Additional sites will be selected for spring 2009.



# ELEMENTARY



## Reading Recovery® in Kentucky

### Mission

The mission of the Reading Recovery® University Training Center is to maintain the quality and integrity of Reading Recovery as it continues to grow and build an early intervention foundation for the children of Kentucky.

Reading Recovery® in Kentucky began in Louisville in 1988-1989. Two Jefferson County schools' primary teachers were selected for Teacher Leader training at The Ohio State University (OSU). The Jefferson County Public School (JCPS) District was so impressed by the quality of professional development and service to children that it selected another two teachers for Teacher Leader training in Reading Recovery at OSU. During the 1990-1991 school year, while JCPS was training over 40 Reading Recovery teachers, Fort Knox School District established the second Teacher Training Site. As interest began to grow throughout the state in 1993-1994, Dr. Judy Embry was selected to establish the third Teacher Training Site in Lexington through the Central Kentucky Education Cooperative, housed at the University of Kentucky.

During a special legislative session in the spring of 1997, Senator Kelly requested a testimony on Reading Recovery from Dr. Embry. In November of 1997, Dr. Embry initiated a fact-finding trip to the University of Arkansas at Little Rock. The Reading Recovery/Early Literacy fact-finding committee consisted of Dr. Lois Adams-Rodgers, UK; Dr. Deneese Jones, UK; Stacy Carmichael, Reading Recovery teacher from Fayette County; Elaine Jones, Reading Recovery teacher/Title I Director, Scott County; state Senator Jack Westwood (District 23); and Mike Sunseri, Senate Communications Director, who attended the two day meeting at the University of Arkansas.

In January of 1998, as Senate Bill 186 was introduced, Governor Paul Patton and several key legislators observed a Reading Recovery lesson at Hearn Elementary School in Frankfort, Kentucky with Reading Recovery teacher Vikki Hall. Senate Bill 186 supported the Collaborative Center for Literacy Development and early literacy intervention grants for struggling readers. Upon Dr. Embry's completion of participation in the Training of Trainers at Texas Woman's University in Denton, Texas in 2000-2001, the Reading Recovery Center at the University of Kentucky was established. During the 2004 Legislative Session, Governor Ernie Fletcher, First Lady Glenna Fletcher, and key legislators observed a Reading Recovery lesson and small literacy groups at Hearn Elementary School. Through Governor Fletcher's new initiative, Read to Achieve, a new wave of early literacy grants added hundreds of teachers to assist young, struggling readers throughout Kentucky.



Judy Embry



Lindy Harmon



Senate Bill 186 (1998) being signed, creating CCLD

*“I tell other administrators that Reading Recovery Professional Development is the best I’ve seen. I was lucky enough to watch a child being taught behind a one-way mirror. The discussion about the child’s reading and writing was particularly engaging. I like having Reading Recovery in my school.”*

—Principal, Bourbon County Schools

*“Reading Recovery has impacted our entire primary Reading Recovery. Specific children benefit from one-to-one instruction, but all children are impacted as our Reading Recovery teachers share their knowledge with all our primary teachers through Professional Development and grade level meetings.”*

—Principal, Fayette County Schools



Reading Recovery “Rico” success story: Nawanna Privett, Lindy Harmon, Rico O’Bannon, his mother Mrs. O’Bannon, Dr. Judy Embry, Senator Dan Kelly, Vikki Hall



*“Our teachers strongly support Reading Recovery and believe that this is our most powerful intervention we have. Many of our teachers are interested in being trained in Reading Recovery themselves. They are grateful for the information that is shared by the Reading Recovery teachers in the building.”*

—Principal, Franklin County Schools

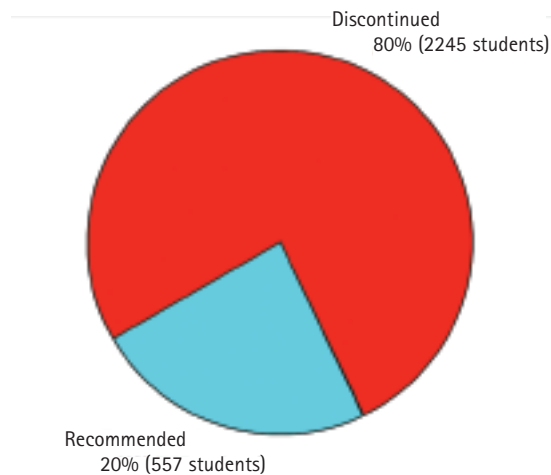
*“My son really didn’t enjoy school until he started reading better. Reading Recovery has helped him in every subject. He is happier and much more confident. My son talks about how much fun he has reading.”*

—Parent, Fayette County Schools

Reading Recovery is an intense, short-term, early intervention designed to support classroom instruction for struggling, young literacy learners in the first grade. This intervention provides 12-20 week, daily one-on-one series of lessons for those young students having difficulty learning to read and write. Students receive daily 30-minute lessons, taught by a highly trained teacher as a supplement to comprehensive classroom literacy instruction.

The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. Students are discontinued when they have completed a series of successful literacy lessons and can function independently within the average reading range of their peers. Figure 1 shows the completed interventions of students who were successfully discontinued plus all students who were recommended for further instructional support.

**FIGURE 1: INTERVENTION STATUS OF READING RECOVERY CHILDREN WITH COMPLETE INTERVENTIONS: UNIVERSITY OF KENTUCKY, 2007-2008**



During the 2007-2008 school year, intervention services were provided by 404 Reading Recovery teachers and 19 Reading Recovery Teacher Leaders to 3,471 first-grade children in 280 schools within 85 school districts. Four new Teacher Leaders also completed the yearlong training to join the Reading Recovery team.

## Future

- Conduct pilot study and training with Dr. Linda Dorn from the University of Arkansas in Little Rock using the Comprehensive Intervention Model Design, especially in the areas of Response to Intervention (RTI), small literacy groups, and literacy leadership for principals
- Continue to move toward full implementation of Reading Recovery for all young, struggling literacy learners in Kentucky
- Train Lindy Harmon as an additional Trainer for the Reading Recovery Center at the University of Kentucky to expand Reading Recovery Teacher Leader training



*Teacher Leaders visit Frankfort, February 28, 2008: Teacher Leaders from across the state presented their success stories and were recognized on the Senate floor for their outstanding work among struggling first-grade literacy learners. They are pictured with Dr. Judy Embry, Director of the University Training Center, and Senator Dan Kelly (District 14).*

*“Reading Recovery has really made a difference with my son. He is more confident and likes to read now. He used to say he hated school and would cry nearly every day. Now he can’t wait to get to school. His reading has improved 100%. At the beginning of the year, he just made up the story using the pictures, and now he is reading on a second grade level.”*

*—Parent, Hart County Schools*



*New Teacher Leader Training Class of 2007-2008: Kathi Haley (Bourbon County Schools), Debra Puckett (Calloway County Schools), Dr. Judy Embry (Director/Trainer, Reading Recovery Center), Kathi Mattingly (Washington County Schools), Sherri Wadsworth (Shelby County Schools)*

*“Reading Recovery has been ‘key’ in meeting the individual needs of struggling readers in my class this year. They have gained increased knowledge of and usage of important reading strategies, improved reading fluency and comprehension, and improved writing skills. Their confidence has soared.”*

*—Teacher, Bullitt County Schools*



## Mission

The mission of the Kentucky Reading Project is to increase student achievement and family involvement in literacy by empowering K-5 teachers to design and implement comprehensive, research-based instruction driven by the on-going assessment of diverse learners' needs.



Cary Pappas



Martha Hill

The Kentucky Reading Project (KRP) was created as part of Senate Bill 186, passed by the Kentucky Legislature on July 15, 1998. When the state university faculty submitted the proposal to house the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky, KRP was the centerpiece. KRP was modeled after the highly successful Kentucky Writing Project (KWP). Each of the eight public universities would provide in-depth professional development on effective models of reading instruction and intervention. The primary objective of KRP was to "make training available for educators in reliable, replicable, research-based reading models and to promote literacy development." Each university's KRP was required to meet the standards set by an Advisory Committee of CCLD, which also included representatives from private institutions of higher education and community and technical colleges in their respective areas. A common curriculum that included key components of a comprehensive literacy approach was developed by literacy faculty at the universities and addressed the Kentucky Department of Education (KDE) Experienced Teacher Standards.

The Kentucky Reading Project is the professional development initiative for elementary teachers (K-5) provided by the CCLD. KRP offers a graduate course in research-based reading instruction that is based on a comprehensive literacy approach. Participants focus on key components of the curriculum that include:

- Theory and research
- Equity and diversity
- Support for struggling readers
- Phonemic awareness, phonics, word recognition, and fluency
- Comprehension strategies
- Reading and writing connections
- Reading and writing across the curriculum
- Assessment to guide instruction
- Design and management of instruction
- Family involvement
- State content standards

During this yearlong, rigorous course of study, teachers create and implement a Literacy Action Plan (LAP). Using student achievement data, the LAP determines the priority needs of their students with a corresponding course of action to meet them during the school year. The LAP also serves as the focus of discussion during on-site coaching visits made by the KRP directors, who are university literacy faculty, and Reading First State Coaches, who work with them to deliver the KRP curriculum.

Responding to needs in the northeastern part of the state, Morehead State University offered its KRP in Louisa (Lawrence County), allowing teachers in that area to participate for the first time. At nine university sites across the state, including one at the Morehead State University campus in Prestonsburg, 209 teachers participated in KRP, representing 98 schools and 57 districts. They learned about strategies and resources that support best practices in literacy instruction through intensive study and hands-on materials. The participants also received training from the National Center for Family Literacy in family involvement in literacy.

The KRP participants were provided stipends, tuition, graduate credit, and professional books and resources in research-based reading instruction worth at least \$200. In turn, these teachers served 4,807 students (based on an estimated class size of 23 students).



The Share Fair, the culminating event of KRP, provided an opportunity for participating teachers to network with other teachers across the state and to discuss how they implemented their LAPs in their classrooms. Steven Layne, an internationally renowned literacy consultant, author, and educator, was the keynote speaker, presenting "Literacy Lessons for a Lifetime" to the KRP participants. He also held a regional workshop on "Successful Strategies for Building Lifetime Leaders." This event was co-sponsored by KRP, KWP, and the Kentucky Reading Association.

The initiative engaged in other activities marking its presence in professional development in literacy across the state. A KWP-KRP Advanced Institute was held in July 2007 with alumni from both the Kentucky Writing Project and the Kentucky Reading Project. Participants shared informative presentations which explored a broad range of exceptional reading and writing strategies for working with students at a variety of grade and proficiency levels. CCLD produced a marketing and promotional DVD featuring teachers and KRP directors discussing the powerful impact KRP has had on their professional development and student achievement in their classrooms. Professional development was provided for KRP directors in culturally responsive instruction and action research by personnel from KDE and a literacy coach from the Adolescent Literacy Coaching Project.

Opportunities to present at conferences also helped promote KRP's commitment to assisting literacy educators in Kentucky. KRP alumni presented at the National Center for Family Literacy annual conference in March 2008. Also, KRP staff presented at the Literacies for All Summer Institute sponsored by the International Whole Language Umbrella of the National Council of Teachers of English.

KRP is celebrating its 10th anniversary in the 2008-2009 academic year. The program has experienced incredible growth and recognition over this ten year period, resulting in applications exceeding available spaces for teachers in a number of the university sites in the past few years.



*KRP Directors, Teacher Leaders, and Reading First State Coaches*

*After participating in KRP, I found that my literacy instruction became more well-rounded and developed. Each and every day, I was consciously aware of the seven components of reading, and deliberately had a focus on each...The Kentucky Reading Project has opened my eyes to the many ways students learn how to read and has equipped me with the desire to constantly learn more.*

—Teacher, Fayette County

*I saw a great impact by having attended KRP. I think by using techniques from KRP my students were able to develop higher level thinking skills and it greatly aided in vocabulary and comprehension.*

—Teacher, Webster County

*The KRP experience reaffirms you professionally, provides you with research based best practices that are immediately applicable in the classroom, and helps you build a network of colleagues for a lifetime.*

—Teacher, Paintsville Independent

*The most significant increase was the number of letters/sounds/word-sound beginnings in 38 out of 40 children. In my 5 years [of teaching] I have never had such an increase. Two of my students were beginning to read! The second significant impact was the increase in parent involvement.*

—Teacher, Boone County



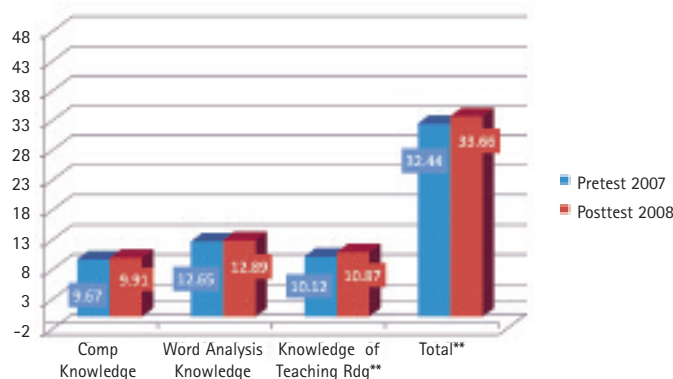
## Evaluation of Kentucky Reading Project 2007-2008

The goals of the KRP evaluation, directed by Dr. Janice Almasi of the University of Kentucky, were to determine the impact of KRP on teacher growth and student achievement in reading. A pretest-posttest one-group design was used to evaluate these two measures. Teacher growth and development was measured using the Content Knowledge for Teaching Reading (CKTR) assessment (Ball, Phelps, Rowan, & Schilling, 2003). The Concepts about Print and Letter Identification subtests of Clay's (1993) Observation Survey of Early Literacy Achievement test were individually administered by teachers to determine kindergarten students' ability to recognize letters, directionality, and print concepts. Student reading achievement in grades one through six was measured using the Qualitative Reading Inventory-4 (QRI-4), which is an informal reading inventory developed by Leslie and Caldwell (2006).

### Findings from Teacher Data

The CKTR was administered to teacher participants prior to the start of the two-week summer institute in the summer of 2007 and at the culmination of the KRP experience in the spring of 2008. Pretest and posttest data were available for 180 of the 198 teacher participants. Findings revealed that teachers participating in KRP during 2007-2008 experienced statistically significant increases in knowledge of teaching reading content (Figure 1).

FIGURE 1. KRP TEACHERS' MEAN SCORES ON SUBSCALES OF THE CONTENT KNOWLEDGE FOR TEACHING READING MEASURE AS A FUNCTION OF TIME

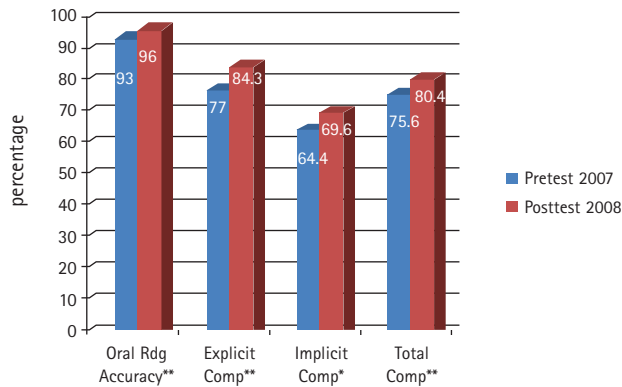


\*\* denotes statistically significant differences ( $p \leq .001$ )

### Findings from Student Data

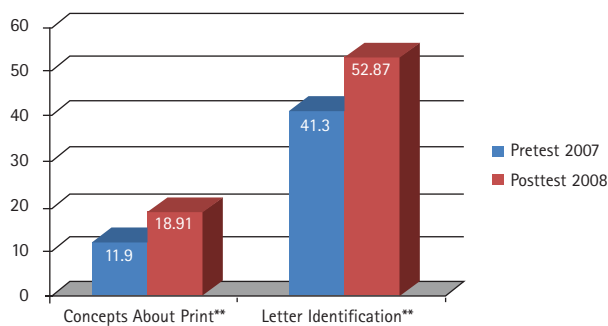
Students of teachers participating in KRP classrooms experienced reading growth in terms of oral reading level, oral reading accuracy, explicit comprehension, and implicit comprehension (Figure 2). Students in grades one and two made the most substantive gains, particularly in terms of oral reading level, oral reading accuracy, explicit comprehension, and implicit comprehension. Students in grades one through five experienced more significant positive gains in oral reading level. Kindergarteners also experienced significant increases in terms of their understanding of the concepts of print and their ability to identify letters (Figure 3).

FIGURE 2. MEAN SCORES FOR ALL STUDENTS' ORAL READING ACCURACY, EXPLICIT COMPREHENSION, IMPLICIT COMPREHENSION, AND TOTAL COMPREHENSION AS A FUNCTION OF TIME



\* denotes statistically significant differences ( $p \leq .05$ )  
 \*\* denotes statistically significant differences ( $p \leq .001$ )

FIGURE 3. KINDERGARTEN STUDENTS' SCORES ON CONCEPTS ABOUT PRINT AND LETTER IDENTIFICATION SUBTESTS OF THE OBSERVATION SURVEY OF EARLY LITERACY ACHIEVEMENT AS A FUNCTION OF TIME



\*\* denotes statistically significant differences ( $p \leq .001$ )

*“KRP gave me so many opportunities that I might never have experienced. I’ve tested theories, researched the area in which I am most passionate (reading/writing connection), and learned more about assessment and evaluation than I could ever imagine. I have always been a proponent of the balanced approach to literacy, but after completing the KRP, I now know why it is so important to create an environment for all students to learn to read, not only in elementary, but the middle grades as well.”*

—KRP Teacher, Muhlenburg Co

*“The Kentucky Reading Project has transformed our school’s entire reading program. During the last few years each of our primary reading teachers have completed the KRP. Our reading scores have soared! Our reading instruction has never been better. I credit KRP with leading and paving the way for last year’s reading scores of over 100!”*

—Principal, Monroe County



## Kentucky's Reading First

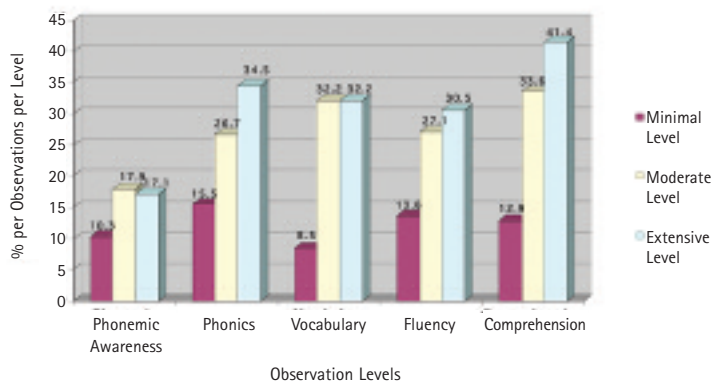
Kentucky's 72 Reading First (RF) schools have completed Year IV of Reading First implementation. This initiative continues to focus on improving reading instruction and achievement for over 18,175 K-3 students. The Collaborative Center for Literacy Development serves as the outside evaluator for Kentucky's Reading First evaluation study, led by Dr. Paige Carney. The objectives of the study are to examine the effectiveness of Kentucky's Reading First program implementation, analyze reading achievement gains of students, and recognize Reading First's impact on reducing the number of students reading below grade level.

During Year IV, the Reading First evaluation team collected and examined qualitative data through classroom observations, interviews, surveys, questionnaires, and professional development institutes. Quantitative data sources analyzed included Group Reading Assessment and Diagnostic Evaluation (GRADE) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The data summary culminated in a five volume Annual Performance Report submitted to the Kentucky Department of Education.

## Evaluation of Kentucky's Reading First 2007-2008

In case study schools, data revealed at least 75% of students are reading at grade level and students' reading achievement is progressing. Interviews and observations revealed that teachers are analyzing data to accommodate students' learning needs. Figure 1 reveals year-end totals for instruction of the five reading components.

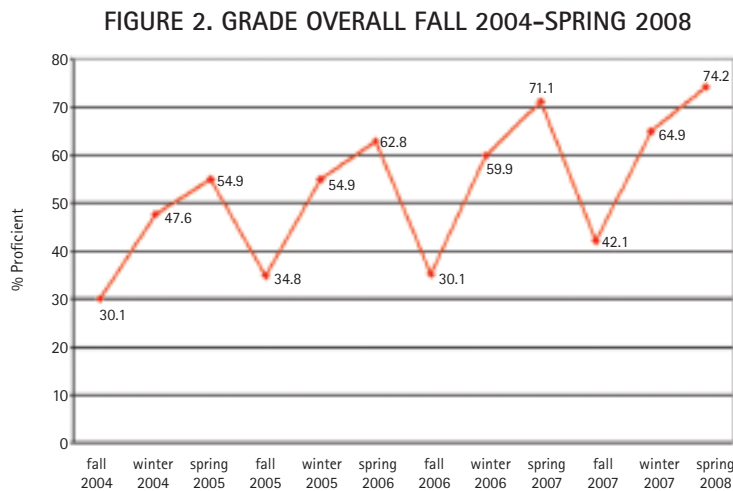
FIGURE 1. THE FIVE COMPONENTS OF READING: YEAR-END TOTALS



Based on the evidence, evaluators found student engagement (56.3%), student-teacher interactions (50%), and higher-level questioning (40.6%) were at extensive levels. Teachers shared that comprehension is one of the most difficult skills to teach students. During core instructional reading time, teachers provided students with lesson objectives, taught in an explicit and systematic manner, and provided an abundance of instructional reading resources and materials. Moreover, 70% of the teachers modeled lesson concepts, provided guided practice, and initiated effective transitions during instruction. The majority of classrooms observed implemented whole group (78.1%), small group (59%), independent (78%), and literacy centers (53%) instruction. Reading practices revealed independent reading (78%) was a classroom reading practice observed regularly.

Teacher questionnaires revealed that 79% of teachers rank their Reading First School Coach as providing extensive support and 47% rank their principal as providing only moderate support. Several state coaches shared positive professional growth and instruction occurring at schools across the state. Additionally, small group instruction is becoming more tailored to meet the needs of students.

Figure 2 indicates the percentage of students proficient (scoring at the 50th percentile or higher) from the fall of 2004, the beginning of implementation of Reading First, until the spring of 2008. Since the start of Reading First in Kentucky, the percentage of students scoring at the proficient level has risen steadily from 30.1 to 74.2. Although there are declines in these percentages each year from spring until fall, these declines are always overcome and exceeded by the end of the school year.



In addition, reading improvement is transferring to out of school reading practices. One hundred percent of the students interviewed indicated they enjoyed reading at home, and 94% declared they liked reading at school. Overall, parents indicated that Reading First is making a difference in their children's reading achievement.

## Recommendations

Emerging questions and concerns regarding Reading First implementation led to the following recommendations:

- Utilize more forms of authentic assessment to deepen teachers' understanding of student achievement;
- Differentiate instruction based on specific skill areas identified from GRADE and DIBELS;
- Increase opportunities for students to engage in different types of reading for extended periods of time;
- Develop ways to improve and continually show growth in higher level questioning and student-teacher interactions;
- Analyze components of optimal literacy centers and develop ways to increase the quality of these centers during core reading block;
- Augment core instruction with implementation of a variety of grouping structures; and
- Design and expand upon sustainability plans.

## Year V Study

The 2008–2009 Reading First Evaluation Study will focus on an in-depth analysis and comparison of schools in both urban and rural areas to determine the impact of the school's RF program implementation on student achievement. The eight original longitudinal schools along with two additional schools will be part of the Year V study. During the fall and spring site visits, the evaluators will collect data through qualitative and quantitative methods and concentrate on the following elements:

- Three-tier model of instruction
- Progress monitoring
- Continuous assessment
- Professional development
- Core reading time
- Instructional process
- Sustainability plans
- Leadership
- Family involvement experiences
- Coaching practices
- State and district collaboration and support

## Read to Achieve

In the 1998 legislative session, the General Assembly initiated and passed Senate Bill 186, which was supported through funds generated from the state lottery. One piece of this legislation established the Early Reading Incentive Grant (ERIG) program.

ERIG provided competitive grants to elementary schools to support teachers in implementing "reliable, replicable, research-based reading models" to meet the diverse learning needs of primary students reading at low levels. The school grant program was administered through the Kentucky Department of Education on the advice of a governor-appointed Early Reading Steering Committee which was charged by law with developing the regulations submitted to the Kentucky Board of Education and providing oversight of the program. Under the direction of Dr. Ellen McIntyre and Dr. Deneese Jones, the Collaborative Center for Literacy Development (CCLD) conducted evaluations of the ERIG program. These studies not only helped shape future state reading intervention initiatives but also informed the field of literacy education nationally.

Senate Bill 186 was transformed during the 2005 legislative session when the Kentucky General Assembly passed Senate Bill 19, establishing the Read to Achieve Act of 2005. The bill was signed by Governor Ernie Fletcher and took effect on March 3, 2005. This bill redesigned many of the components of the earlier legislation dealing with the Early Reading Incentive Grant program specifically focusing on early reading interventions for struggling primary readers. The Read to Achieve Act was created to focus on the use of diagnostic reading assessments and to provide intensive reading intervention for struggling readers within Kentucky's primary program. Senate Bill 19 charged the CCLD to create a comprehensive research agenda to consider the impact of various reading and intervention programs on student achievement in reading.

While Read to Achieve (RTA) did experience a small budget cut in the 2008 session of the General Assembly, all currently funded grants will be renewed at a slightly reduced rate. This should have a minimal impact on providing services to children.

### Future

The long term goal of the legislature is to reach full implementation of Read to Achieve with early reading intervention services available in every elementary school.

### Evaluation of Read to Achieve 2006-2007

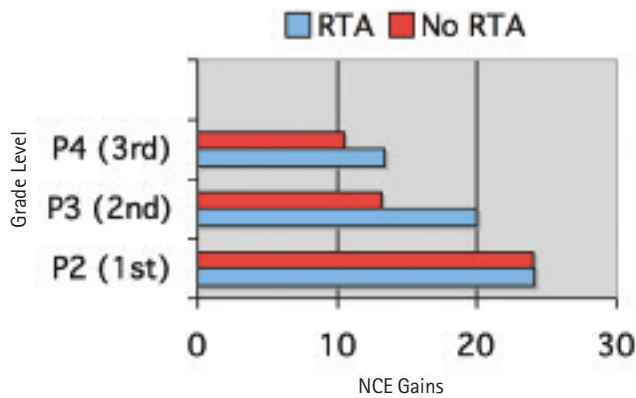
During the 2005-2006 school year, CCLD conducted a statewide study of the approximately 210 schools that received grant funds as part of the RTA program. CCLD continued its evaluation of RTA in 2006-2007, during which 9,598 students received instruction by an RTA teacher.

Findings for this study were based on students' performance on a norm-referenced reading achievement test, the Group Reading and Diagnostic Evaluation (GRADE), which was administered fall and spring to all primary students. Achievement results indicated that students who received RTA services made strong gains in reading from fall to spring. Gains decreased for each grade level, meaning that younger students made greater gains than older students. Students who received RTA services made larger gains than the students in RTA schools who did not receive RTA services. P3 and P4 students who received RTA intervention significantly outscored P3 and P4 students who did not receive RTA intervention (Figure 1).



Yvonne Greenwalt

**FIGURE 1. ACHIEVEMENT GAINS FOR PRIMARY STUDENTS WHO DID AND DID NOT RECEIVE RTA INTERVENTION**



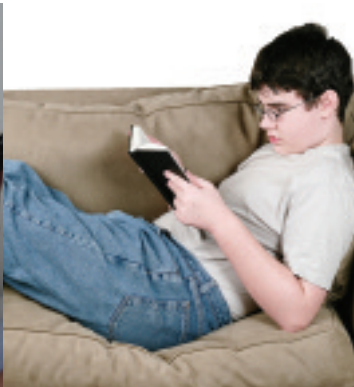
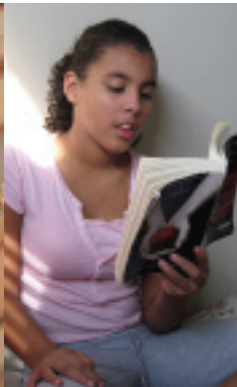
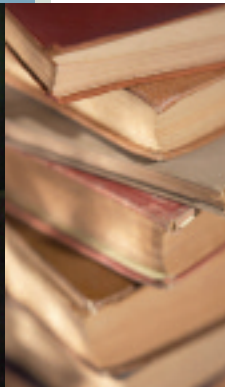
Also, the study examined the achievement gap of RTA students by comparing the achievement gains of students from different ethnic and socio-economic backgrounds. Caucasian RTA students scored higher, on average, in the spring than African-American and Hispanic students at every grade level, but the differences between groups were smaller than in previous RTA evaluations. In P3, African American RTA students gained more, on average, than their counterparts; however, in P4 the students gained less than other groups. The achievement gap between economically advantaged and economically disadvantaged RTA students persisted in RTA schools, with RTA students from economically disadvantaged backgrounds making less gains than RTA students from economically advantaged backgrounds.

RTA students with disabilities made reading gains from fall to spring, but did not gain at the same rate as RTA students without disabilities. RTA students with disabilities made greater gains than did their disabled counterparts who attended RTA schools but did not receive RTA intervention. P3 and P4 students with learning disabilities made stronger gains from fall to spring than did students with physical disabilities.

The most widely used intervention programs for P2 were: Reading Recovery, Early Success, Early Intervention in Reading, SRA/Reading Mastery, and FastForWord. P2 students who received SRA/Reading Mastery, Reading Recovery, or Early Success made the greatest gains from fall to spring on the GRADE. The most widely used intervention programs for P3 and P4 were Early Success/Soar to Success, Guided Reading, Literacy Groups, SRA/Reading Mastery, and Early Literacy. P3 students who received instruction through Literacy Groups, Early Success, and SRA/Reading Mastery made the greatest gains; P4 students who received Guided Reading made the greatest gains.

Based on the findings of the RTA evaluation, evaluators made a number of recommendations for improving the RTA program. For instance, evaluators recommended that RTA be continued and expanded so that all students who qualify for RTA services can receive those services. In addition, the evaluators pointed to findings related to the achievement gap and suggested that intervention teachers ensure that all students receive instruction that is responsive to diverse learning styles and cultural expectations.

In future years, CCLD will continue to study the RTA program. Achievement data will be further examined to determine the extent to which students who receive reading intervention services make gains in reading achievement. Also, observation data will be gathered and analyzed to ascertain the impact of intervention instruction on struggling readers, particularly students from diverse backgrounds.





# MIDDLE & HIGH

## Middle and High School Pilot Projects

### Purpose

The purpose of the middle and high school pilot literacy projects was the development of a professional development model based on the Kentucky Reading Project. The resulting professional development initiatives provided further strategies and skills for middle and high school teachers involved in the teaching of reading in the content areas.

### Summary

In 2002-2003, the Collaborative Center for Literacy Development (CCLD) worked with Nelson and Pike Counties to provide professional development in reading instruction for content area teachers and teacher leaders. Staff from CCLD worked with district leaders and university professors to develop the curriculum for graduate courses that would meet both the university requirements and the needs identified by the districts. By analyzing the results of state and local reading assessments and district leaders' observations, the planning team identified outcomes for a three-hour graduate course in reading. All teachers who participated in the courses developed and implemented Literacy Action Plans (LAPs) as one of the course requirements. The process used for the LAP is identical to the process used for the comprehensive school improvement plan that was developed by the Kentucky Department of Education for implementation by every school in Kentucky. This enabled participating teachers to become literacy leaders in school planning.

### *Pilot Project Descriptions*

#### Pike County Public Schools Reading Project for Middle and Secondary Schools

In spring 2002, the Pike County Public Schools funded a Middle and Secondary Reading Academy. Dr. Mary Ann Pollock from Morehead State University taught the graduate level course, and teachers were given professional development credit from Morehead State. Twenty-eight teachers representing a wide range of content areas were accepted into the program. Course activities included requesting participants to identify students' specific reading needs and determine effective methods to address these reading needs within the content area. Recent advances in reading practices at the middle and high school levels were explored, and the participants used this knowledge to develop and implement their LAP. The LAP described the course of action that each participant intended to implement to address his or her students' reading needs within the relevant content area.

#### Nelson County Public Schools Reading Project for Middle and Secondary Schools

In summer 2002, Nelson County Public Schools funded a Middle and Secondary Reading Academy. Dr. Sherry Powers from Western Kentucky University (WKU) taught the graduate level course, and teachers received a stipend or three hours of graduate credit from WKU and paid tuition. Twenty-five teachers representing a wide variety of content areas were accepted into the program. Dr. Powers worked with teachers to identify specific reading needs of their students. Methods based on recent advances in reading practices were developed to address these needs within the relevant content areas. In addition, Dr. Powers assisted teachers in developing and implementing a LAP, which described a course of action designed by each participant to address students' reading problems within the content area taught by the participant.

Some highlights of the projects were:

- Two pilots completed 2002-2003; one pilot completed 2001-2002
- Data were collected in Western, Central, and Eastern Kentucky
- Provision of research-based teaching strategies for teachers involved in the pilot projects
- 271 teachers provided data for research analysis

## Content Literacy Project

In 2004, the Collaborative Center for Literacy Development (CCLD) was awarded an Improving Educator Quality (IEQ) grant from the Council on Postsecondary Education focused on providing professional development for middle and high school teachers related to integrating literacy into the content areas. A collaboration among CCLD, the Collaborative for Teaching and Learning, and the Kentucky Writing Project, the purpose of this project was to ensure that adolescent students developed their abilities to use literacy to learn content in ways that would enable them to succeed in school, in postsecondary education, and in the work force. The project equipped content area teachers with techniques to help improve middle and high school students' academic reading proficiency. CCLD contracted with the Collaborative for Teaching and Learning for the provision of the professional development, and CCLD conducted a rigorous evaluation of the project's impact on teacher efficacy and practices and on students' reading achievement and behaviors. Over seventy teachers in nine districts across the state participated in the first year of this project. In 2005 this grant was expanded, and eighty-eight teachers from six schools and three school districts participated in the project during the 2005-2006 school year.

The research on this project explored a number of important issues. It examined middle- and high-school content teachers' beliefs about and efficacy with literacy teaching. An analysis of teacher efficacy over the project indicated that teachers' efficacy for literacy teaching improved after participation in the extended professional development and that teachers with higher efficacy were more likely to implement content literacy techniques. While nearly all teachers encountered barriers in implementing content literacy instruction, high efficacy teachers persisted in working through those barriers to achieve success with literacy integration. Coaching and collaboration were important factors in helping the teachers succeed in implementing the recommended practices. The details of these investigations will be published in the *Journal of Literacy Research*, *Literacy Research and Instruction*, *Teaching and Teacher Education*, and *Reading Psychology*.



## Striving Readers Evaluation Summary

In 2006, the Collaborative Center for Literacy Development (CCLD) received a \$2.8 million grant to research the effectiveness of a literacy intervention program as part of the U.S. Department of Education's Striving Readers program, a federal effort to raise the reading achievement levels of middle and high school students. Kentucky was one of only eight states to receive funding through the Striving Readers program, and as part of the Kentucky Content Literacy Consortium, CCLD helped ensure the provision of \$17 million to improve the literacy instruction of middle and high school students in 7 districts and 23 schools in Kentucky. In addition to funding reading intervention services for struggling middle and high school readers, the grant provides professional development for content-area teachers focused on implementing techniques for integrating literacy instruction in the subject areas.

CCLD is one partner in this endeavor. In addition to CCLD, the Kentucky Content Literacy Consortium (KCLC) includes (a) the Danville Independent School District, serving as the fiscal agent for the grant, (b) faculty from the University of Louisville, training literacy coaches in the Learning Strategies Curriculum developed by the University of Kansas, and (c) personnel from the Collaborative for Teaching and Learning, providing professional development to all teachers in the Collaborative Model for Content Literacy. A total of 23 schools (12 middle and 11 high) from the following school districts are participating in this study:

- Bullitt County Schools
- Danville Independent Schools
- Eminence Independent Schools
- Jessamine County Schools
- Pike County Schools
- Rowan County Schools
- Washington County Schools

CCLD is responsible for conducting a rigorous experimental evaluation of the reading intervention program. The evaluation team is led by Dr. Susan Cantrell, Dr. Janice Almasi, Dr. Janis Carter, and Dr. Margaret Rintamaa. This evaluation is examining the impact of the Kentucky Striving Readers program on student reading achievement, student reading motivation, and student reading strategy use. As well, the evaluation is investigating the effects of the professional development on teachers' efficacy and instructional practices.

In 2006-2007, twenty-five literacy coaches attended a week-long training session on school-wide coaching and the Kansas Learning Strategies Curriculum. The Group Reading Assessment Diagnostic Evaluation (GRADE) was administered to approximately 10,200 students. Based on their performance on the GRADE, 408 sixth- and ninth-grade students reading two or more grades below grade level received services in the intervention reading class, and 408 students were identified as control students. Those control students received the intervention reading class during the 2007-2008 school year. All students in the study completed a pre- and post-student reading strategy use and motivation surveys.

Student-level findings from year one indicated that sixth-grade students who received intervention instruction significantly outperformed students in the control group on a standardized measure of reading achievement and reported using problem-solving strategies in reading to a greater extent than students in the control group. There were no significant differences between ninth-grade intervention and control groups in reading achievement or strategy use, and there were no significant differences between groups in reading motivation for sixth or ninth grade (Figure 1).

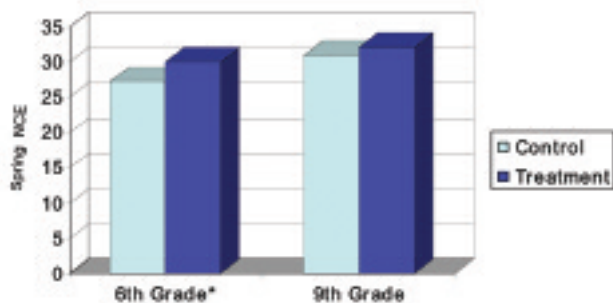


Margaret Rintamaa



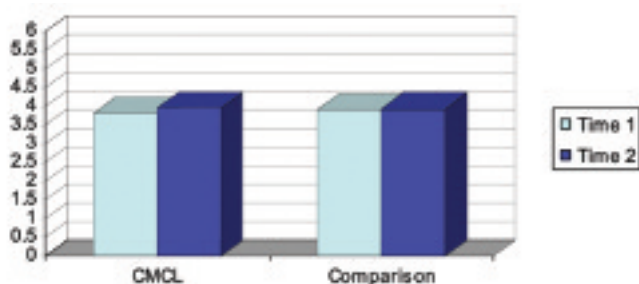
Janis Carter

FIGURE 1. STUDENT OUTCOMES FOR READING ACHIEVEMENT ON THE GRADE TEST



As part of the Striving Readers school-wide model, approximately 950 teachers were trained in the Collaborative Model for Content Literacy (CMCL), and those teachers completed a pre- and post-teacher efficacy survey focused on reading. As compared to teachers from 11 matched middle and high schools, the teachers in Striving Readers schools made significant gains in their efficacy for literacy teaching (Figure 2).

FIGURE 2. CONTENT TEACHERS' EFFICACY FOR LITERACY TEACHING OVER TIME



## Future

- Results from Year Two of the study will be reported in December 2008.
- A final report on the effectiveness of the intervention and school-wide models will be completed in December 2010.



Deepsi Sigdel



## Mission

The mission of the Adolescent Literacy Coaching Project is to develop a statewide cadre (network) of literacy coaches to support teachers in grades 4–12 by enhancing content area literacy instruction and practice to promote student literacy proficiency.

## Adolescent Literacy Coaching Project

The Adolescent Literacy Coaching Project (ALCP) is a professional development initiative offered by the Collaborative Center for Literacy Development in collaboration with the Kentucky Department of Education. House Bill 93 (2005) provided the funds for the training of reading and mathematics coaches. ALCP provides professional development for teachers in grades 4–12 in content area literacy and literacy coaching strategies. The professional experience is a two year, rigorous immersion in job-embedded training as a literacy leader in the schools. Training for the coaches is based on the International Reading Association (2006) publication, *Standards for Middle and High School Literacy Coaches*.

The ALCP cadres were comprised of 22 coaches for cadre 1 (2006–2008) and 26 coaches in cadre 2 (2007–2009). As a part of their culminating activities, participants from cadre 1 were invited by Representative Addia Wuchner to attend a special recognition ceremony at the Governor's Mansion in March 2008, as well as to participate in the special recognition of ALCP in both chambers of the Kentucky General Assembly. Other members of the state legislature who attended the recognition ceremony were Representative Frank Rasche and Senator Ken Winters.

As a focus for the second year of each cadre, coaches conducted action research projects at their schools. The results of these projects may have an impact on the schools' and districts' policies related to literacy education. Another major component of ALCP is the Online Community of Practice in which each coach participated. Initially designed as a pilot tool to build collegial support, the usage was very encouraging as the service logged 11, 521 hits by coaches to access discussion boards and resources.

ALCP has been very instrumental in raising the awareness of adolescent literacy issues on local, state, and national levels. A Literacy Summit was hosted by ALCP, in which two national speakers, Donald Deshler and Sharon Kane, presented. A Coaching Compass was held uniting coaches from both cadres and their administrators for professional development. ALCP increased state, national, and international presence working with Teacher's Network Leadership Institute to promote professional development through action research. ALCP participants were instrumental in the National Association of State Boards of Education (NASBE) sponsored Adolescent Literacy Task Force in developing a comprehensive adolescent literacy plan for the state. Representatives have presented at numerous local, state, and national events, sharing the ALCP coaching model. A marketing and promotional DVD was developed featuring coaches, teachers, and administrators endorsing the project's positive impact on professional development and overall literacy culture in the school.

## FUTURE

- Cadre 2 will finish year 2 of their training, including action research projects
- Evaluation component will continue
- CCLD will explore future opportunities for coaching as a viable professional development option



Kelly Seale Irace



ALCP cadre 1 – recognition at the Governor’s Mansion (March 2008)



Morehead State University cadre follow-up session



ALCP Coaching Compass – coaches, directors, and administrators (September 2007)

*“She (Robin Hebert) is constantly exposing me and assisting in the implementation of new ideas of how literacy can be a part of my (art) classroom. She has supported activities such as vocabulary searches, read alouds and coordinated an awesome ‘Teen Read’ week here at Clark-Moores”*

–Robin New,  
Clark-Moores Middle  
School Madison County

*“As a science/math content teacher, I have never been taught appropriate reading strategies. Working with my coach (Connie McKinney), I am learning approaches I can use in my classroom that will enhance my students’ learning through reading. Finally, someone is teaching us those techniques we are supposed to be using in our classes.”*

–Melissa Morley,  
Chemistry/Physics/  
Algebra I teacher  
Phelps High School  
Pike County

## Adolescent Literacy Coaching Project Summary of Year 2 Evaluation Report

Kentucky's Adolescent Literacy Coaching Project (ALCP) was mandated by the 2005 Kentucky legislature to create a statewide network of literacy coaches in an effort to improve the reading and writing skills of students in grades 4–12. The purpose of ALCP is to train classroom teachers to serve as full-time literacy coaches in their schools. Coaches are to work with content area teachers (i.e., reading/language arts, mathematics, science, and social studies) to help them incorporate effective literacy instruction in their classrooms. The external evaluation of ALCP, conducted by Dr. Patricia J. Kannapel, was included in this charge for the project.

The first group of 22 coaches was trained and began their work during the 2006–2007 school year. These coaches launched into a second year of training and implementation in 2007–2008, while a second cadre of 26 coaches was accepted into the two-year program and began working as literacy coaches in their schools or districts. The external evaluation of ALCP in 2007–2008 focused on the preparation of support for both groups of coaches (who were in different stages of the project), as well as the work they actually did in schools, how that work aligned with accepted standards for adolescent literacy coaching, the factors that facilitated and hindered coaches' work, how the work of coaches influenced teachers and students, and how the literacy environment and student achievement in schools with literacy coaches compared to that of schools without literacy coaches.

Data on these questions were gathered through interviews with over half of the literacy coaches and a sample of principals in schools served by coaches; site visits to 12 ALCP schools (six in each cadre); review of documents and web sources, including analysis of logs the coaches kept of their activities and monitoring of the project's on-line community; and surveys of teachers of grades 4–12 in ALCP schools and a set of comparison schools. The 2007 state test results for ALCP and their comparison schools were analyzed in the fall of that year; test scores for year two of the work are not yet available.

As had been true for the first year of coaching, results for the second year were quite positive. ALCP staff and institute directors collaboratively planned the summer institutes and school-year sessions for coaches, making sure to cover many common issues across institutes. During the second summer institute for Cadre 1 coaches, more variability was present across regional sites in order to accommodate the needs and interests of those coaches who had already served in their schools for a year. In addition, an action research course requirement was implemented for second-year coaches, and a great deal of their professional development focused on that. As was true in Year 1, coaches were overwhelmingly positive about the training and support they received, only pointing up a few areas where some improvements might be in order, including providing more time for sharing and networking among coaches, and improving the mentoring component.

Coaches were well-received in their schools, where they worked more frequently with English/language arts teachers, but had consistent contact with coaches in the other content areas that are a focus of the project: social studies, science, mathematics, and special education. As was true in the first year, coaches chose to work first with the most receptive teachers, expanding their reach as more teachers received positive reports. Some coaches in year 2 expressed a desire to figure out how to engage the more resistant teachers. The most common coaching activities were sharing strategies with teachers (including modeling lessons and assisting teachers with writing instruction), helping teachers select instructional materials, providing or facilitating professional development, and linking teachers with research. Teachers valued most highly the one-on-one, job-embedded assistance they received from the coach.

Factors contributing to coaches' effectiveness were the training and support provided through the project, support from principals and district administrators, and the careful selection of coaches with experience, knowledge, and interpersonal skills to win the respect of teachers. Barriers were being assigned to more than one school or role, lack of administrator support, and lack of funding for the coaching position.

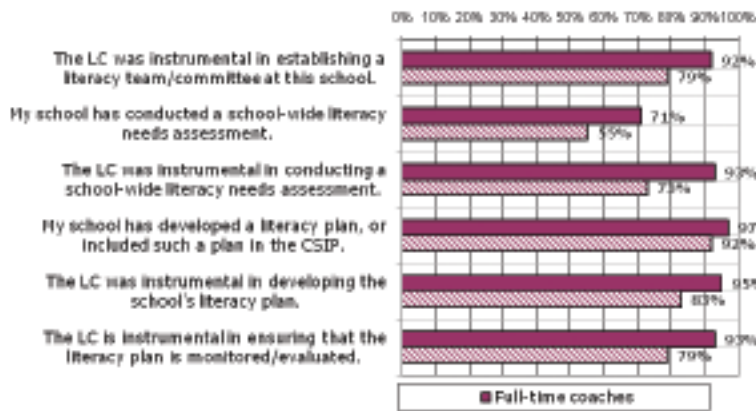


When survey results from teachers in ALCP schools were compared to teachers in schools that did not have literacy coaches, it was found that a higher percentage of ALCP schools were engaged in strategic planning around literacy, and higher proportions of teachers in ALCP schools: (1) received professional development on various aspects of literacy instruction; and (2) reported receiving more frequent help developing writing assignments, selecting literacy materials, and developing and administering classroom literacy assessments. There were some areas in which literacy coaches are working that showed statistically significant differences between the two types of schools in 2007, but not in 2008. The researchers are uncertain why this would be the case.

There were no significant differences between ALCP and non-ALCP schools on 2007 state test results overall, or for any of the four major content areas, even when previous academic performance and other covariates known to influence achievement have been taken into account. The lack of differences is not surprising, given that at the time the 2007 test was administered, the literacy coaches had not yet completed their training, had been at their work for slightly less than a year, and the influence of literacy coaching on student achievement is indirect and may take several years to become apparent.

The researchers concluded that the structured training, support, and guidance provided to coaches by ALCP contributed strongly to coaches' success, and the increased flexibility across regions in 2008 was an appropriate adaptation to meet the needs of more experienced coaches. These findings suggest that the model created by ALCP is an effective program for preparing literacy coaches. The project continued to be plagued by low participation across the state, thus limiting the intended impact of what appears to be a highly effective program. The main barrier to more widespread participation appeared to be the requirement that districts or schools fund the literacy coaching position. In the face of state budget cuts, many districts and schools did not believe they could afford to allocate funds for the position of literacy coach. The project's funding was cut in half. As a result no new cadre of coaches will be trained.

**FIGURE 1. PERCENT OF TEACHERS WHO AGREE OR STRONGLY AGREE**



*Figure 1 details the effects the coach had on school-wide literacy planning*



# ADULTHOOD



## Kentucky Adult Education

Kentucky Adult Education (KYAE) and the Collaborative Center for Literacy Development (CCLD) have partnered in providing adult education professional development throughout CCLD's history. KYAE has been the leader in training the state's adult educators in areas of instruction and content. With the inception of CCLD and its charge to provide professional development for educators in literacy, including adulthood, a strong relationship was forged to further the goal of developing and offering quality instruction for adult educators.

Specialized training in literacy was made available through the creation of the Kentucky Adult Educators Literacy Institute (KAELI). In this program, assessment tools were shared, as well as reading strategies that educators could take back to their centers to enhance their overall instruction. The relationship between KYAE and CCLD has benefited the overall professional development opportunities for adult educators. High quality workshops and courses have been developed and made available to enhance the knowledge and practices for educators that may be transferred to higher achievement for adult learners. The KYAE-CCLD partnership is vital in providing professional development opportunities for adult education instructors.



## Kentucky Adult Educators Literacy Institute

Kentucky Adult Educators Literacy Institute (KAELI) was the adult education professional development initiative provided by CCLD for adult literacy educators throughout Kentucky. KAELI provided an innovative, yearlong course for selected adult literacy educators at both graduate and undergraduate levels through an in-depth exploration of the reading and writing processes and an investigation of the teaching and learning strategies that support the struggling adult learner. Emphasis was placed on implementing and applying strategies and ideas in the adult learning context.

The mission of KAELI was to design and deliver research-based, innovative professional development in literacy that advanced the knowledge and instructional practices of adult educators in Kentucky. KAELI educators were dedicated to adult learners attaining personal literacy goals in the workplace, family, and community.

The objectives of KAELI were to provide participants with:

- a concept of reading comprehension and strategies for instruction
- strategies and ideas for teaching vocabulary and spelling
- an understanding of the reading and writing processes
- ideas and strategies for supporting struggling adult literacy learners
- the use of inquiry based instruction
- the ability to use technology and literature in literacy instruction

From its inception in 2002 through its final cadre in 2007, over 215 adult educators, representing all 120 counties in the state, successfully completed the program. Faculty and instructors from Eastern Kentucky University, University of Kentucky, and Western Kentucky University provided the training. The participants took part in a number of activities in addition to their rigorous coursework. Statewide networking seminars provided opportunities for participants to share their own work, as well as hear from their peers and highly recognized literacy professionals in the field. Discussion boards were a prominent activity for the educators to keep in contact with their peers as they discussed topics related to their work, as well as were follow-up sessions and peer site visits. An evaluation was also conducted on KAELI and its impact on adult educators and their instruction practices.

## Kentucky Adult Education

The Collaborative Center for Literacy Development (CCLD) is partnering with Kentucky Adult Education (KYAE) to deliver professional development in reading and writing to adult educators throughout Kentucky. KYAE funds an adult education program in each county that is required to provide adult literacy instruction to students with literacy needs.

CCLD is collaborating with KYAE in designing and developing a new professional development system in reading and writing instruction. The workshop series model involves creating professional learning communities through a series of workshops that build upon one another developing knowledge and skills in reading and writing instruction. In 2007-2008, CCLD piloted phase one of the workshop series. The series included the following workshops which involved pre-work, a face-to-face session, an on-the-job application assignment, coaching and mentoring, and a follow-up face-to-face discussion, sharing, and reflection session.

The courses in Phase One were:

- Foundations in Reading and Writing Instruction
- Reading Diagnostics
- Strategies for the Struggling Reader: Literacy Level Students
- Strategies for the Struggling Reader: Pre-GED Level Students
- Writing Institute

For experienced educators and KAELI alumni, CCLD offered a Reading Research Study Circle and a KAELI Alumni Discussion Forum and Poster Session. Rosalind Davidson from Harvard World Education was the guest speaker for the Reading Research Study Circle. Kentucky Poet Laureate Jane Gentry Vance was the guest speaker at the KAELI Alumni Discussion Forum.

### Future

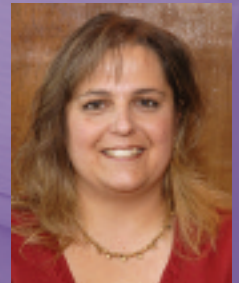
- CCLD will be developing the professional development system by adding phases 2, 3, and 4 to workshop series
  - Phase 2 will include advance strategies for reading and writing, learning differences and student retention in reading and writing
  - Phase 3 will include study circles and discussion forums
  - Phase 4 will include action research projects
- CCLD will be making recommendations for a certificate program in reading and writing instruction
  - CCLD-KYAE will collaborate to develop student content standards in reading and writing and reading and writing instructor standards
- CCLD will be designing a learning reinforcement system to support instructors as they develop professional learning communities, involving:
  - program management support
  - coaching and mentoring
  - online discussion forums
  - clearinghouse of information and research
  - a reading and writing toolkit
  - instructional DVDs

*“This is without a doubt the best [professional development] event I have ever attended - applicable in every way to my job, and it provided a key that opened me up to skills I knew I possessed yet didn't know how to unlock them.”* –Instructional Strategies for the Struggling Reader: Literacy Level participant

*“It challenged my thinking about writing and gave me so many ideas. I am going to try to adapt these to my setting but I think much will be useful in different settings in which I may teach.”* –Writing Institute participant

*“I enjoyed all the articles and got valuable information from all of them.”* –Reading Study Circle participant

*“The format was excellent. Giving us an opportunity to do hands on with our students is the reason I took this training. I liked that we were able to network ideas with other instructors and the format was perfect. I could see strategies in the classroom and outcomes.”* –Instructional Strategies for the Struggling Reader: Pre-GED Level participant



Dawn Hanzel



Carrie Grate



## READ Kentucky

**R**EAD KY is a statewide adult literacy initiative implementing and evaluating an outbound, technology based instructional model that addresses the literacy needs of adults in Kentucky, specifically focusing on the emergent reader. READ KY, an acronym for Read, Empower, Achieve, and Dream, focuses on improving the functional literacy of Kentuckians moving them from non-readers to a fifth-grade reading level by: a) utilizing reading software programs; b) offering services in "non-traditional" learning environments; c) collaborating with local agencies and businesses; and d) alleviating barriers to learning

In 2003, the National Center for Education Statistics published the National Assessment for Adult Literacy and the Kentucky State Assessment for Adult Literacy. The state assessment showed that 11% of Kentuckians scored at the Below Basic Level, which is defined as not being able to demonstrate the most concrete and simple literacy skills. According to the Department of Labor statistics, individuals with low rates of literacy have significant barriers to opportunities and resources needed to function at a higher level in society. This population of adult literacy students has been a challenge to serve largely because adults are difficult to recruit and retain, they require intensive tutoring, and tutors are difficult to recruit, train, and retain, as well.

Through a bipartisan effort by legislators Senator Brett Guthrie, Senator Dan Kelly, and Representative Jody Richards, 2006 legislation directed the Collaborative Center for Literacy Development (CCLD) to implement and conduct research on a pilot program targeting low literacy level learners using technology. In July of 2006, experts from the field in adult literacy in Kentucky were brought together to form a think tank to establish a clear vision for this research project and develop a timeline and plan to implement the work. They were charged with the following:

1. Develop a common language with regard to literacy, what is to be achieved and how success will be measured;
2. Agree on areas that will not be part of the solution;
3. Agree on methodologies, strategies and techniques that will be part of the solution;
4. Recommend pilot site models;
5. Determine how expert advice and partnerships will be sought and established; and
6. Recommend technology tools to be used in the pilot sites.

The think tank included state university faculty, Kentucky Adult Education staff, and adult literacy educators. The think tank provided recommendations for a model that could be scaled and replicated across the state and incorporated into the Kentucky adult education system.

During the first year (2007-2008), six sites were piloted using two different approaches; three sites implemented a software reading program with a facilitator-supported approach, and three sites implemented a software reading program with an instructor-supported approach. The facilitator-led model used a facilitator who was not necessarily trained in adult literacy to intervene and support the software in delivering instruction. The instructor-led approach used a trained adult literacy instructor to support the software with other curriculum, materials and activities. Three comprehensive software programs were tested this past fiscal year.

Sites were chosen by a request for proposal process. Applicants were challenged to a) implement services using software, b) offer services in a "non-traditional site" identifying the best venue to reach this population of adult literacy, and c) explore the use of various marketing, recruitment, retention, and community collaboration strategies.

The READ KY sites chosen were:

- Hart County Board of Education, which is located in a strip mall in Munfordville;
- Jefferson County Public School Adult Education and Lifelong Learning, which is located at Youthbuild in downtown Louisville;

*"The biggest advantage I see is from the self-esteem issue to being able to recognize letters and decode words. It's like a door opening to language and literature."*

–Debbie Mitchell, instructor, Jefferson County Public Schools

*"I couldn't comprehend what I read in school. Now I can read signs, permits, menus, books, magazines..."*

–student, Laurel County Reading Café

*"They can be autonomous and anonymous. It's a safe place for them to be."*

–Becky Wingo, OCTC SkillTrain instructor

*"This program gave me the basics I didn't get in school. The community gave to me, so I am happy to give back. [This program] gave me what I always needed to succeed."*

–student, Louisville program

- Laurel County Literacy Council, which is located in London and at a Reading Café in Corbin;
- Owensboro Community and Technical College Skill Train, which is located at the ONE Stop, downtown Owensboro;
- Western Kentucky Community and Technical College which is located in a mall and a library in Paducah; and
- Western Kentucky University, which is located at the Bowling Green Housing Authority.

## Future

Over the next two fiscal years:

- A fourth software program will be added to the current three for evaluation
- READ KY will continue to examine data evaluating the strengths and weaknesses of the software products and how they need to be supplemented
- The project will identify non-traditional sites to attract literacy students
- READ KY will help determine the professional development needs of the facilitator or instructor
- CCLD will recommend a model that may be scaled up and replicated throughout Kentucky based on the research data

## READ KY Evaluation Summary

READ KY is a statewide adult literacy initiative that targets adults who have literacy skills below a fifth grade equivalency level. In contrast to other basic adult literacy programs in the Commonwealth of Kentucky, READ KY is designed to test a technology-based approach to reading instruction for adults with the lowest literacy levels (defined as below 5th grade equivalency). The name – Read, Empower, Achieve, and Dream for Kentucky (READ KY) – conveys the spirit of this initiative, to provide opportunities for these adults to learn the reading skills that will enable them to engage in the economy, community, family, and personal care in improved ways. Funded as a pilot project by the Kentucky legislature in the 2006-2008 biennium and administered through the Collaborative Center for Literacy Development, READ KY began program development in 2006 and opened its first learning sites in 2007. Research is being conducted by an evaluation team from the University of Kentucky, led by Dr. Beth Goldstein.

The overall goal of READ KY is to increase the number of adults in Kentucky with strong reading skills so that these adults may go on to higher levels of education, training and employment, and community and family engagement. More specific goals are to:

- Design technology-based adult basic reading programs
- Implement different models of these programs in metropolitan, urban and rural sites across the Commonwealth
- Enroll adults with a reading level below fifth grade equivalency
- Encourage adults who achieve a fifth grade reading level through READ KY to continue to the next level of adult education
- Evaluate these pilot programs, including:
  - Effectiveness of different reading software packages to improve reading levels
  - Recruitment, enrollment and retention of adult learners
  - Learning outcomes of the adults enrolled
  - Transition of these adults to higher levels of adult basic education and to employment.

In late summer 2007, six READ KY pilot programs opened in nine adult reading learning sites. Sites operated in classroom settings, computer labs, reading cafes, community centers, shopping strips and department stores. The pilot programs were scattered across the Commonwealth: 1 metropolitan (Louisville), 3 urban (Bowling Green, Owensboro, Paducah) and 2 rural (Hart and Laurel Counties). Three different software packages developed by three national educational software companies were chosen for testing, with two projects using each of the

packages. In addition, two different delivery models were chosen to test a technology-centered instructional model. One model uses technology alone for instruction with a facilitator providing technical and administrative support, while the other model involves trained reading instructors who supplement the technology.

## Evaluation Design

The evaluation team based at the University of Kentucky began collecting data on this initiative from its inception. In the first year of implementation, the foci of this formative evaluation are to:

- Document delivery models
- Document recruitment
- Track enrollment, participation and retention by site, instructional model, software and student characteristics
- Track changes in reading ability as measured by the software and Test for Adult Basic Education (TABE) on the above dimensions
- Document factors that facilitate or hinder implementation of the pilot programs

Preliminary data from this evaluation focus on enrollment, program outcomes, and lessons learned to date.

## Enrollment

In the first ten months of READ KY, 207 adult learners enrolled. New enrollments were strongest in the first three months of the pilot, when half of the total enrollment occurred. Following a lull in the winter months, new enrollment increased with ten percent of the total joining in each of March and April.

### *Demographic Information*

Approximately 59 percent (121) of the adult learners who enrolled in the READ KY program between August and May are male. An overwhelming majority (approximately 96%) are either White or African-American with an almost even balance between these two populations.

One of the more interesting demographics to emerge is that the majority of adults enrolled in the pilot programs live close to the sites. Almost seventeen percent (34) of the adult learners live less than two miles from their READ KY site, 46 percent (95) live between two and five miles away, and 31 percent (64) are between six to ten miles from their READ KY site.

### *Education Backgrounds*

READ KY participants had varied educational backgrounds. Almost one quarter (31) of the adult learners who enrolled in the READ KY program did not have formal schooling beyond the eighth grade. Another 54 percent (111) did not have formal schooling beyond the eleventh grade. Perhaps most disappointing is that 22 percent (45) of the adult learners who participated in READ KY completed twelfth grade but read at below a 5th grade level. Almost half of the adult learners had participated in adult education programs prior to enrolling in the READ KY program.

## Program Outcomes

Eighty-three percent (80) of READ KY participants showed gains, including 24 individuals who attained the 5th grade reading level goal of the project. That means that over one third of the individuals who have enrolled in READ KY showed gains on the TABE and 11.6% had already attained the initiative's goal of 5th grade reading level.

## Lessons Learned

- The technology-centered approach of READ KY proved compelling for many participants. They noted learning computer skills while learning to read. And many valued the privacy and individualization of progress allowed by working on a computer. In contrast, others sought the social aspects of group instruction and the personal touch of a human teacher. This implies that even in a facilitator-based delivery model, interactions between facilitator and learners are key to retention and learning outcomes.
- As with most adult basic education programs, retention of adult learners is a challenge. Incentives have been a powerful tool for enhancing motivation for learners in the program.
- Collaboration with community partners and existing adult education programs supports recruitment and retention of students through the provision of corollary services. READ KY sites cannot rely on word-of-mouth or media publicity alone.
- Technology implementation requires significant support. Pilot programs with access to IT professionals installed and maintained the hardware and software much more smoothly than those without.





## Kentucky Literacy Research Symposium

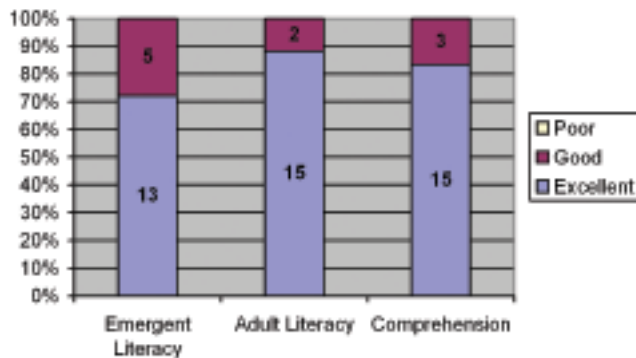
Kentucky Literacy Research Symposium (KLRS) serves as a catalyst for dialogic conversation about solutions to the literacy problems Kentucky faces. The event will position Kentucky nationally as a literacy "think tank" where literacy scholars, researchers, and practitioners representing multiple perspectives come together to examine and discuss critical issues in literacy research and practice.

One hundred and thirty-eight individuals attended KLRS on May 14-15, 2008 at Spindletop Hall in Lexington, Kentucky. Three topics were addressed: (1) Emergent Literacy, (2) Adult/Community Literacy, and (3) Reading Comprehension. Nationally renowned scholars with expertise in each issue shared their most recent research findings and their perspectives. Break out sessions followed the research presentations providing opportunity for scholars to translate their research into classroom applications and for attendees to ask specific questions and engage scholars in conversation around issues pertinent to their research.

Based on evaluations completed by attendees, the fourth KLRS was extremely well received. Attendees provided ratings based on a 4-point scale with ratings of 4 being excellent and ratings of 1 being very poor. The mean rating of the quality of information received at the KLRS was 3.81 across all presentations, which represented an improvement over the mean ratings from previous years. Attendees not only felt the information presented in all sessions was of high quality (Figure 1), but also felt the quality of the presentations themselves were outstanding, with a mean rating of 3.78. Again, this represented improved ratings over previous years.

In four years, KLRS has introduced Kentuckians to cutting edge research conducted by nationally renowned scholars on pressing issues in the field of literacy education. In future years, the vision for the symposium includes expanding it so that it becomes a dialogic exchange of research between national and local scholars. The symposium will serve not only as a means of introducing Kentuckians to the most recent national research, but also as a means of introducing national scholars to the most recent research being conducted locally.

FIGURE 1. QUALITY OF INFORMATION PRESENTED



## Mission

The mission of the Kentucky Literacy Research Symposium is to bring the foremost thinkers and researchers in the field of literacy research in the United States to Kentucky to share research-based evidence and divergent perspectives about issues of national, state, and local importance in literacy.



Janice Almasi

## Highlights

- Dr. Larry Sipe of the University of Pennsylvania and Dr. Lea McGee of The Ohio State University shared their perspectives on emergent literacy.
- Dr. Victoria Purcell-Gates of the University of British Columbia and Dr. Larry Mikulecky of Indiana University-Bloomington shared their research related to adult and community literacy issues.
- Dr. Doug Hartman of Michigan State University shared his research on comprehension related to reading offline and online text, and Dr. Susan Cantrell of the Collaborative Center for Literacy Development (University of Kentucky) shared findings from the federally funded Striving Readers grant related to the effects of reading intervention on adolescents' reading achievement, strategy use, and motivation.
- Kentucky's First Lady Jane Beshear was the recipient of the "Friend of Literacy" Award.
- Previous "Friend of Literacy Award" recipients:
  - 2005: Carol Lee Robertson
  - 2006: Nawanna Privett
  - 2007: Ellen McIntyre

*"Very informative conference – A++"*  
 –Symposium attendee

*"What wonderful presentations, entertaining as well as informative."*  
 –Symposium attendee

*"Fascinating information!"*  
 –Symposium attendee

*"It was a true pleasure to participate in the Kentucky Literacy Research Symposium. The solid focus on literacy research, the intentionally small number of participants, the superb organization, and of course, the true Southern hospitality were all factors in its success. I found it to be one of the most intellectually stimulating and friendly conferences I have ever experienced. The Symposium is a unique opportunity to interact with practitioners, fellow researchers, and students in the service of furthering our theoretical understanding of literacy practices and the pedagogical implications that flow from that theory. "*

– Dr. Larry Sipe,  
 2008 KLRS presenter  
 from the University  
 of Pennsylvania



Carol Lee Robertson and Dr. Janice Almasi



2008 Friend of Literacy Award recipient –  
 First Lady Jane Beshear, with Dr. Janice  
 Almasi, and Dr. Susan Cantrell

## Clearinghouse

The legislation responsible for the inception of the Collaborative Center for Literacy Development (CCLD) outlined a number of charges for the Center. One particular mandate was that CCLD would research, develop, and maintain a clearinghouse of literacy resources that could be accessed by educators. This clearinghouse would include reviews of books, journals, articles, research reports and briefs, organizations, and online links for the purpose of enhancing the instructional practices of Kentucky's educators. The clearinghouse went live on the revamped CCLD website in 2006.



The initial design was simple in that its primary purpose was to make literacy-related resources available to educators to use in their classroom instruction. The clearinghouse includes a search engine which users can input keywords to identify resources. CCLD continues to investigate and compile resources to add to the clearinghouse. As the clearinghouse has grown in content and usage, CCLD plans to improve this valuable tool by including audio and video resources.

The audience of the clearinghouse has increased from educators to also include legislators, policymakers, curriculum designers, researchers, and educational and organizational administrators. The clearinghouse is a "living" tool in that it continues to grow and change. One of the unique designs of the overall system is that it allows viewers not only to review the information it contains, but it also provides an opportunity for others in the field to submit information for review to be included in the bank of resources. This ensures the continual viability and growth of the clearinghouse.

The clearinghouse and other pertinent literacy information may be found at [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).

### CCLD CLEARINGHOUSE SEARCH ENGINE

A screenshot of the CCLD Clearinghouse Search engine interface. The title is "CCLD Clearinghouse Search". Below the title, there is a search bar labeled "Search Terms:". Underneath, there are filter options for "Target Age Group" with radio buttons for "Early", "Elementary", "Secondary", and "Adult". Below that is a dropdown menu for "Resource Type" currently set to "- Any -". At the bottom of the form is a "Search Database" button with a right-pointing arrow.

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COLLABORATIVE CENTER FOR  
**LITERACY**  
DEVELOPMENT

For more information about CCLD,  
please visit our website at [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org)

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