

# 2011 ANNUAL REPORT

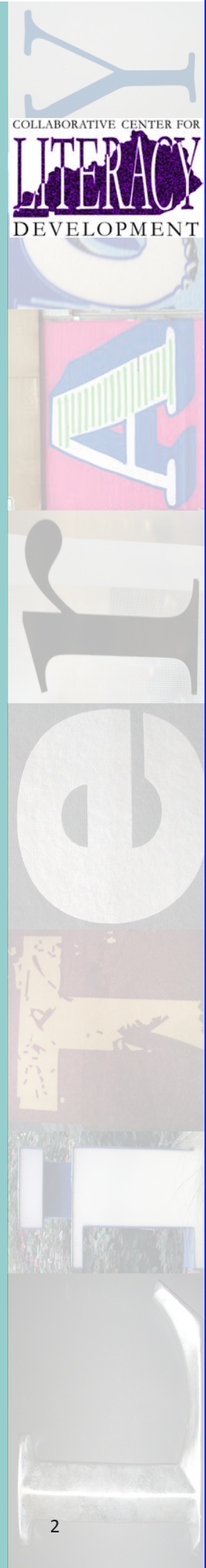
COLLABORATIVE CENTER FOR  
**LITERACY**  
DEVELOPMENT



## COLLABORATIVE CENTER FOR LITERACY DEVELOPMENT: Early Childhood Through Adulthood

### A COLLABORATION AMONG:

**EASTERN KENTUCKY UNIVERSITY  
KENTUCKY STATE UNIVERSITY  
MOREHEAD STATE UNIVERSITY  
MURRAY STATE UNIVERSITY  
NORTHERN KENTUCKY UNIVERSITY  
UNIVERSITY OF KENTUCKY  
UNIVERSITY OF LOUISVILLE  
WESTERN KENTUCKY UNIVERSITY  
AND THE  
NATIONAL CENTER FOR FAMILY LITERACY**



## Collaborating Partners



## Executive Summary

It is with great pleasure that we present the 13th Annual Report of the Collaborative Center for Literacy Development (CCLD). During the 2010-2011 fiscal year, CCLD continued its success in bringing highly effective literacy teacher professional development and research to a majority of Kentucky's school districts. In the following pages, we will provide the highlights of each of our literacy teacher professional development programs, our research initiatives and scholarship, and our outreach. We warmly invite those desiring more information to visit our newly redesigned website at [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org) or to contact or visit our offices in Lexington.

CCLD was created by Kentucky's General Assembly in 1998 to advance literacy educator professional development and research, early childhood through adulthood. In 2006, the research function was expanded to include additional support for evaluation research on Kentucky's literacy education programs. Today, CCLD meets these goals and can rightfully take credit for playing a major role in the commonwealth's ongoing success in advancing students' literacy skills.

When CCLD was created in 1998, Kentucky's National Assessment of Educational Progress (NAEP) reading scores had only recently risen to the national average. Indeed, even today, Kentucky ranks 49th in adult literacy, attesting to an historical legacy of inadequate literacy instruction efforts in years past. But by 2002, CCLD's fourth year of operation, Kentucky's 4th and 8th grade reading scores had risen above the national average and have remained there in every NAEP testing year since. In fact, Kentucky was the only state in the union to show statistically significant increases in our reading scores at both the 4th and 8th grade levels in 2009, the most recent testing year, in spite of already having been significantly above the national average.

Correlation is not necessarily causation, but a long-term and powerful correlation does suggest causality, and a positive trend certainly indicates success. It is not at all unreasonable to presume that CCLD's efforts have been an important reason for Kentucky's improving scores. Decades of research have shown that quality instruction from highly effective teachers is the number one in-school variable to increases in student achievement. Thus, it stands to reason that a multi-programmatic, research-based, statewide initiative for improving literacy teacher's skills would have a positive impact on the commonwealth's reading scores.

Clearly, CCLD's budget is money well spent, and the Kentucky legislature deserves high praise for having the wisdom to establish and maintain this unprecedented and nationally unparalleled institution across years, through changes in instructional and curricular beliefs, over administrations, and in the face of historic challenges. No other state in the union can claim such a powerful and effective educational policy commitment.

There is much yet to be done, and many challenges as yet inadequately addressed. Since my arrival last year as executive director of CCLD, I have authorized a number of structural, procedural, and personnel changes. I would suggest that our operations are much stronger and better focused as a result. Budget cuts are, of course, a universal concern, and the possibility that CCLD will have to make hard choices in the future about where to deny services, resources, and leadership is a vexing one.

There is simply no investment more assured of generating value where needed than literacy education, and no better way to improve literacy education than through high quality teacher professional development. University-based pre-service teacher preparation programs cannot alone insure that new teachers will be successful. School districts by themselves lack the resources and informed guidance necessary to support successful early teacher professional development. Providing just such professional support is what CCLD has done, and done with great success, for over a dozen years.

There are no one-size-fits-all responses to our complex educational challenges. Guaranteeing high levels of literacy for successful learning is crucial, yet complex. Simplistic training programs will not be adequate to meet our needs; neither will scripted curricula or formulaic assessments. CCLD has demonstrated the level of commitment and hard work required to make an impact on scholastic achievement. We look forward to continuing to make that impact now and into the future.

Respectfully,



Dr. George G. Hruby  
Executive Director  
Collaborative Center for Literacy Development



George Hruby



## MISSION

The mission of the Collaborative Center for Literacy Development (CCLD) 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 all 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 lifelong 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.

## STRATEGIC PLAN GOALS

- Goal 1:** To have an impact on literacy learning by being a leading literacy organization for professional development, research, and resources
- Goal 2:** To foster collaboration and partner networks among all stakeholders
- Goal 3:** To ensure organizational stability

## CCLD Advisory Committee Constituents

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

Adult Educators  
Association of Kentucky Independent Colleges and Universities  
Communities/Businesses  
Community - Charities/Foundation  
Community - Family/Workplace  
Council on Postsecondary Education  
Early Childhood  
Eastern Kentucky University  
Education Professional Standards Board  
Kentucky Adult Education  
Kentucky Community and Technical College System  
Kentucky Department of Education  
Kentucky Education Media (KET/KYVU)  
Kentucky Reading Association

Kentucky State Legislature  
Kentucky State University  
Kentucky Writing Project  
Morehead State University  
Murray State University  
National Center for Family Literacy  
National Literacy Researcher  
Northern Kentucky University  
School Administrators - Elementary  
School Administrators - Middle/High  
School Administrators - Superintendents  
Southern Regional Education Board  
University of Kentucky  
University of Louisville  
Western Kentucky University



Carol Eades

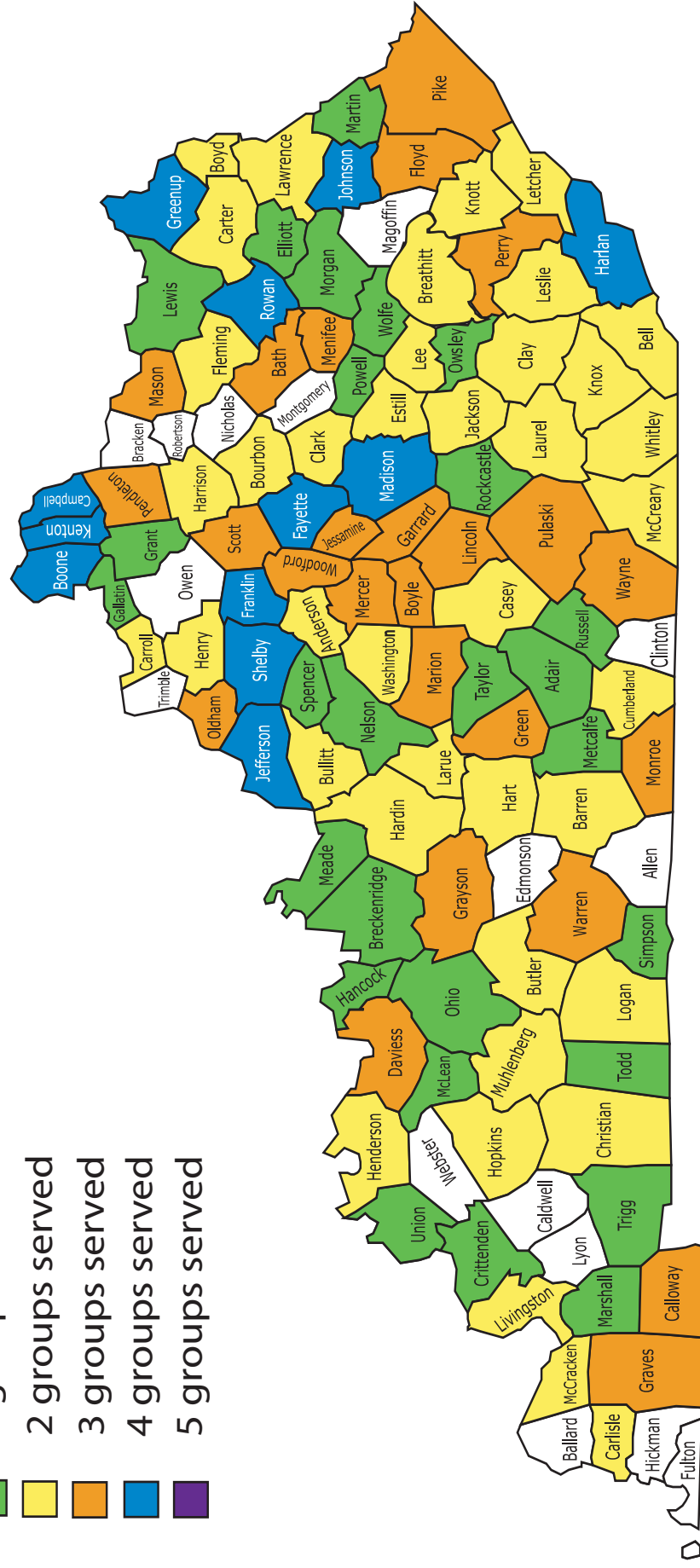
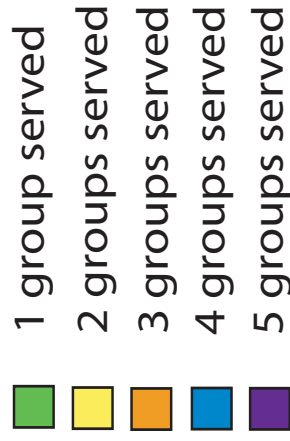


Amy Sidebottom

# CCLD Presence in 2010-2011 by Group Served

Groups: Early Childhood, Elementary, Middle & High, Adulthood, Community\*

\* Kentucky Literacy Celebration events counted as community events for 2011





# Reading



# EARLY CHILDHOOD



# EARLY CHILDHOOD

## Early Childhood Involvement

In June 2011, the Kentucky Department of Education (KDE) sponsored the second annual Great by 8 Statewide Summit, an initiative to educate and engage Kentucky communities to improve economic growth through advocacy for early education. Attendees were part of regional teams organized according to area development districts. David Lawrence, leader of the Children's Movement of Florida, which focuses on the notion the well-being and education of children in Florida must be the highest priority of government, business, non-profit institutions and families, spoke at the summit.

The Collaborative Center for Literacy Development (CCLD) was part of a regional team that included health, education, business, early childhood, parent, community, and faith-based organizations. Each regional team conducted a needs assessment to identify resources and gaps for children from birth through age eight in their area. The results of the assessment will be used to develop and implement a local action plan. CCLD will continue to work with the local area development district to identify early childhood initiatives and programs in the area and work to increase collaboration and coordination.

The goals of Great by 8 were to engage communities in creating high quality programs and services for children from birth through age eight and expand leadership capacity to improve the quality of services for children and their families through collaboration and coordination within communities. This goal is strengthened by the creation of the Early Childhood Advisory Council by Governor Steve Beshear, which will enable policy makers to work together and offer a seamless statewide system of support for the commonwealth's youngest citizens.

The Kentucky Literacy Celebration Week provided opportunities to highlight the importance of early childhood development in literacy. First Lady Jane Beshear proclaimed the week of February 28-March 4 as the inaugural event. This event resulted from a partnership of CCLD with the First Lady's office, Kentucky Council of Teachers of English/Language Arts, Kentucky Department of Libraries and Archives, Kentucky Education Association, and Kentucky Reading Association. As a part of the week's activities, Ms. Beshear traveled to various parts of the state to visit sites and activities centered around literacy. Included among the visits were two early childhood centers. The Jessamine Early Learning Village in Nicholasville, Kentucky hosted Ms. Beshear, where she visited the center and read to multiple groups of young learners. She also visited the University of Kentucky Early Childhood Lab. Children and staff enjoyed a time of reading and sharing with the First Lady. Community libraries hosted numerous events throughout the state focused on early children participation. Ms. Beshear participated in one of these events at the William B. Harlan Memorial Library in Tompkinsville. A group of young preschoolers were captivated by her reading of a favorite Dr. Seuss book. The Kentucky Literacy Celebration activities will continue as an annual event.

As exciting developments continue to emerge in the early childhood arena, CCLD hopes to partner with other entities as we move forward. With the emphasis in Kentucky on college and career readiness, the foundation of high quality early childhood education is critical for ensuring later academic and workplace success.







Owensboro preschool students perform for Great by 8 Summit audience

*"As a member of the Kentucky Chamber of Commerce, attending the Great by 8 Summit reaffirmed my belief in the critical importance of investing in high quality early education as an economic imperative for Kentucky."*

*-Team member, Great by 8 Bluegrass Area Development District*



First Lady Jane Beshear poses with staff and students of the University of Kentucky Early Childhood Lab



First Lady Jane Beshear reads to a group of Tompkinsville preschoolers



Jessamine Early Learning Village hosts a Kentucky Literacy Celebration Week event



# ELEMENTARY



# ELEMENTARY

## Mission

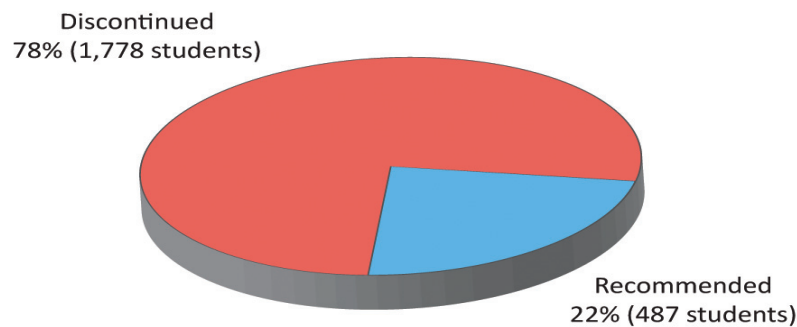
The mission of the Reading Recovery® University Training Center is to maintain the quality and integrity of Reading Recovery as it continues to grow and build an early intervention foundation for the children of Kentucky.



## Reading Recovery® in Kentucky

**R**eadng Recovery® is an intense, short-term, early intervention designed to support classroom instruction for struggling, young literacy learners in the first grade. Students receive daily 30-minute lessons taught by a highly-trained teacher as a supplement to comprehensive classroom literacy instruction for 12-20 weeks. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. This supplemental instruction continues until students can function independently within the average reading range of their peers. Figure 1 shows the number of students who were successful and discontinued from the intervention program (n=1,778) and students who were recommended for further instructional support (n=487).

**Figure 1. Intervention Status of Reading Recovery Children with Complete Intervention:  
University of Kentucky, 2010-2011**



During the 2010-2011 school year, intervention services were provided by 341 Reading Recovery teachers and 23 Reading Recovery Teacher Leaders to 2,826 first-grade children in 250 schools within 71 school districts.

The Reading Recovery University Training Center (RR-UTC) has been celebrating its ten-year anniversary with several state level advocacy efforts. Dr. Judy Embry, Lindy Harmon, and the Teacher Leaders were recognized on the Kentucky Senate floor in the spring with a Senate Resolution congratulating the center on ten years of dedicated service to struggling learners. Additionally, Governor Steve Beshear issued a Proclamation paying tribute to RR-UTC's service to more than 30,000 Kentucky children in one-on-one lessons and over 100,000 students in small groups over the past ten years. At the national level, Kentucky is well represented on the board of the Reading Recovery Council of North America (RRCNA). Lindy Harmon served as Advocacy Committee Chair. Dr Embry served as President and will begin her term as Past President of the organization in July 2011.

The RR-UTC has been involved in Senate Bill 1 and the Common Core Standards work both at state and national levels. In Kentucky, several Teacher Leaders are serving on committees at the school and district levels. The center has aligned Reading Recovery and the Comprehensive Intervention Model with the Common Core Standards. At the national level, Dr. Judy Embry and Lindy Harmon have been collaborating with the Reading Recovery Council of North America in aligning Reading Recovery with the Common Core Standards.

The center will be providing support and training through an Investing in Innovation (i3) grant. Reading Recovery was selected by the U.S. Department of Education for a scale-up grant, and the University of Kentucky's RR-UTC is one of fifteen training centers selected to participate. Kentucky will be utilizing this funding to train 250 teachers over the next five years.



**Judy Embry**



**Lindy Harmon**



**Susan Lewis**



The future of Reading Recovery in Kentucky will see a pilot program for other populations to train as literacy processing specialists with Literacy Lessons Designed for Individuals training beginning in the Fall 2011. During the academic year, Lindy Harmon will be completing the Reading Recovery Trainer coursework at The Ohio State University.

Recent studies outlining the effectiveness of Reading Recovery as an intervention include:

- Dougherty Stahl, K. A. (2008). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. *Journal of Literacy Research*, 40, (3), 359–393.
- Florida Center for Reading Research: Reading Recovery. (June 19, 2008). [http://fcrr.org/FCRRReports/PDF/Reading\\_Recovery.pdf](http://fcrr.org/FCRRReports/PDF/Reading_Recovery.pdf)
- Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Worthington, OH: Reading Recovery Council of North America.
- D'Agostino, J. V., & Murphy, J. A. (2004). A meta-analysis of Reading Recovery in United States schools. *Educational Evaluation and Policy Analysis*, 26(1), 23–38.
- Schwartz, R. M., Schmitt, M. C., & Lose, M. K. (In press). The effects of teacher-student ratio in response to intervention approaches. *The Elementary School Journal*.

## Comprehensive Intervention Model Initiative

The Comprehensive Intervention Model (CIM) is a systemic approach to literacy improvement. Reading Recovery Teacher Leaders/CIM Coaches are viewed as agents of system change. CIM Coaches provide specialized training and ongoing professional development for intervention teachers/CIM Specialists, who work with struggling readers in the primary grades, including Reading Recovery in first grade. The Comprehensive Intervention Model recognizes that reading and writing are complex, meaning-making processes. The goal of each intervention is to develop self-regulated, strategic readers and writers who are able to solve literacy problems with flexibility, efficiency, and understanding. The various components of the intervention groups are designed to promote the following literacy processes: oral language development, concepts about print, phonemic awareness, phonics, problem-solving strategies, comprehension strategies, fluency, word-solving strategies, reading and writing reciprocity, the writing process (including composing, transcribing, revising strategies, and crafting techniques), knowledge of text structures, and task persistence.

The Reading Recovery University Training Center (RR-UTC) has supported CIM training for both CIM Coaches and CIM Specialists, both at the center and across the state this year. In May 2011, the RR-UTC kicked off a statewide celebration for all CIM Coaches and CIM Specialists with the Comprehensive Intervention Model Institute for 177 attendees. Under the leadership of Dr. Judy Embry and Lindy Harmon (RR-UTC's CIM trainers), CIM small group intervention services were provided by 163 CIM Specialists and 22 CIM Coaches to 1,494 primary grades children in 121 schools within 35 school districts during the 2010-2011 school year.

Next school year, the RR-UTC will be supporting the work of CIM Coaches and CIM Specialists furthering learning with Dr. Linda Dorn's (University of Arkansas at Little Rock) latest book, *Interventions That Work*. Outreach efforts are expanding through the Network of Literacy Administrators.



RRCNA Executive Director Jady Johnson and 2010-2011 President Dr. Judy Embry



Senate Resolution recognizing 10th anniversary of the Reading Recovery University Training Center – Senate floor with Senator Jack Westwood, February 24, 2011

*"Reading Recovery has significantly reduced the number of special education referrals. Reading Recovery helps us gather documentation on our lowest students. All Reading Recovery students have improved in the areas of phonics, fluency, and comprehension."*

- Principal,  
KVEC

*"The Reading Recovery program and the Reading Recovery teachers helped my child so much! After starting the program she would come home with her books and sit and read. Her confidence went up and couldn't wait to get to school. My child now is in 2nd grade, and because of Reading Recovery, she is one of the top readers in her class!"*

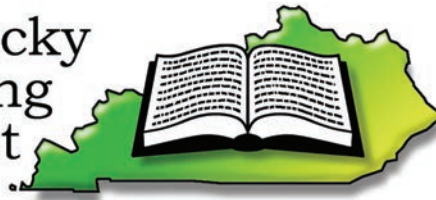
- Parent,  
KVEC

*"Our Reading Recovery students are more confident and more likely to participate in classroom discussions and activities. Test scores have increased across the board. My students have gained knowledge in both reading and writing and that has helped them improve in all subjects."*

- Teacher,  
Fayette County

# ELEMENTARY

## Kentucky Reading Project



COLLABORATIVE CENTER FOR  
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### 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 ongoing assessment of diverse learners' needs.

The Kentucky Reading Project (KRP) has offered professional development in literacy instruction to public elementary teachers since 1999. The yearlong, graduate level course focuses on the theoretical foundation of the best instructional practices in literacy and the application of these practices in the classroom. Teachers develop a Literacy Action Plan based on data from their schools and chart a course of action to address identified needs of their students. They use research-based strategies to improve the literacy achievements of their students, differentiating instruction to meet their individual needs.

Since the passage of Senate Bill 1 in 2009, KRP has focused on integrating the new Kentucky Core Academic Standards into the curriculum and aligning it with these standards. In order to equip students with the skills, tools, and knowledge to be college and career ready, KRP is working with teachers to help align their methods with the new standards. Since teachers are a vital element in this process, KRP cultivates their leadership abilities so they can more effectively impact instruction in their schools. Every KRP site uses a common curriculum developed collaboratively by the KRP Directors, who are university literacy faculty. The directors meet regularly to review the curriculum and ensure that it reflects current research and state mandates.

KRP has adopted an outreach model for under-served areas not in close proximity to a state university. Literacy faculty from Eastern Kentucky University (EKU) and Morehead State University (MSU) partnered to host a KRP site in the Jenkins Independent School District in Letcher County. Two schools in the district conducted an inaugural family literacy night. The National Center for Family Literacy (NCFL), which partners with KRP to provide information on family involvement in literacy, assisted in the planning. The event included a children's author from Cincinnati and literacy-related events for students, parents, and grandparents.

Lisa Lokesak (New Haven Elementary, Boone County), a Northern Kentucky University KRP alumna, received recognition as one of three runners-up for national Toyota Family Literacy Teacher of the Year. This award, presented annually at the NCFL Conference, recognizes individual teachers' contributions to improving literacy among youth and adults.

For the second consecutive year, the KRP at the University of Louisville took place at the Atkinson Academy for Excellence in Teaching and Learning, one of the lowest-performing schools in the state. The principal of this school had a goal of having every teacher in the school trained in KRP. The intensive professional development of the staff and the transformative culture of the school helped Atkinson make significant gains in reading this past academic year.

The KRP at EKU also took place in an elementary school for the third consecutive year. Like Atkinson, Mayfield is one of the lowest-performing schools in the state. The KRP model at EKU added several components to the traditional model. Teachers who participated at this site had an opportunity to work with students who were part of a summer program at the school and needed additional tutoring to improve their literacy skills. In addition, a children's author and students training to be library media specialists worked with the children to create digital storybooks that the children presented for their parents at a culminating event.



Cary Pappas



Jenkins Independent Family Literacy  
Night with Andrea Cheng

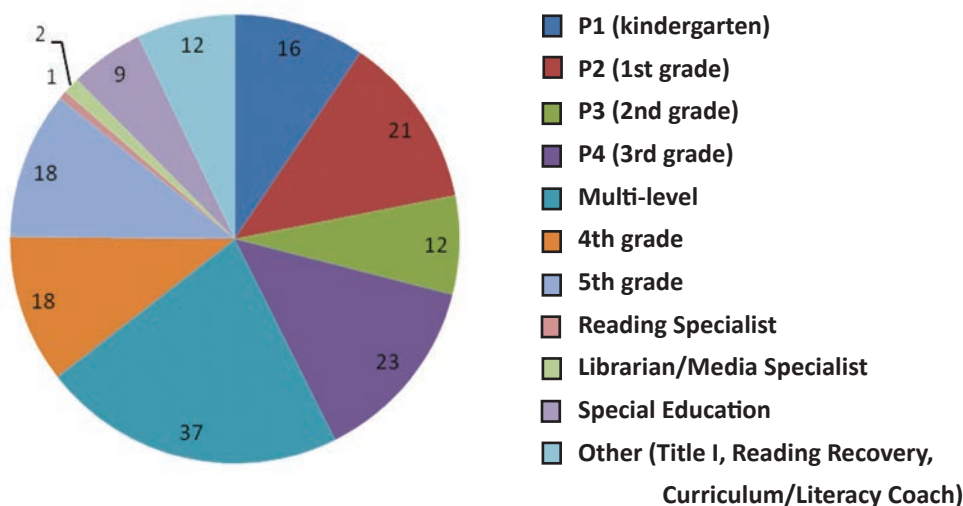


EKU KRP at Mayfield Elementary



For the 2010-2011 academic year, the 12th KRP cadre served 173 teachers, representing 90 schools in 45 districts. Figure 1 illustrates the breakdown of the KRP participants for this cadre by teaching level.

**Figure 1: Teaching Level of KRP Participants  
2010-2011 Cadre 12**



KRP continues to serve high-need, low-achieving schools and districts in the state during the new academic year. The MSU KRP will be relocating off campus and meeting at Louisa East Elementary in Lawrence County. This is the second time MSU has held its KRP at this school.

MSU and ECU are partnering to have a KRP site in Leslie County. This district has requested professional development for all its teachers, so middle and high school teachers will participate. The KRP Directors are tailoring the instruction for this audience and adapting the KRP curriculum to meet the needs of the middle and secondary teachers who attend.

Kentucky State University is hosting a one-week KRP Alumni course for teachers who have participated in past KRPs. Participants will include teachers from all over the state, including Pike and Hickman Counties, representing the far eastern and far western parts of the state, respectively. During the week, participants will focus on culturally responsive instruction, English language learners, Response to Intervention, and assessment. The group also will work with literacy consultants from the Kentucky Department of Education to deconstruct the standards and provide feedback.

A team of researchers led by Western Kentucky University (WKU) conducted an evaluation of KRP. Drs. Sherry Powers, Antony Norman, and Cassie Zippay from WKU, along with Dr. Angela Cox from Georgetown College, conducted studies at two university sites. They found teachers reported significant changes in their literacy beliefs, attitudes, and instructional behaviors after participating in KRP. The evaluation pinpointed an intensive focus on reading comprehension in KRP institutes and in participants' classrooms. Researchers' observations of KRP institutes revealed that KRP instructors spent the greatest amount of time on instruction related to reading comprehension; observations of KRP teachers' classrooms during the KRP year indicated a corresponding focus on reading comprehension in KRP teachers' instruction.

*"I was fortunate enough to be able to participate in the Kentucky Reading Project a few years ago. The project gave me many tools and ideas to take back to my school to share with teachers. It also enabled me to write a literacy plan which we added to our school improvement plan. This summer I was thrilled to be invited to attend an alumni course and found this to be very rewarding as well. Among some of the great resources were cultural literacy ideas, work with the common core standards, and meeting with colleagues across the state. I wish every teacher had such an opportunity!"*

- Teacher,  
Greenup County

*"Through KRP I believe I will be more prepared and equipped to supply my students with a balanced literacy approach through multiple strategies and activities to help increase their skills."*

-Teacher,  
Powell County

*"My classroom students will be excited about reading, and their teacher is armed with a toolkit to help those who are struggling and move [everyone] forward regardless of their level."*

-Teacher,  
Letcher County

# ELEMENTARY



## Read to Achieve Evaluation 2009-2010

The Kentucky Read to Achieve (RTA) Program was created under Senate Bill 19 in 2005, with the goal of supporting schools in implementing a reading diagnostic and intervention program to address the needs of struggling readers. More specifically, the program was designed to identify and provide intensive reading intervention programs to struggling readers within primary grades (K-3). The Collaborative Center for Literacy Development (CCLD) was charged with creating and implementing a comprehensive research agenda to evaluate the impact of intervention programs on student achievement in reading for RTA participants. MGT of America, Inc. was contracted by CCLD to conduct the RTA evaluation study during the 2009-2010 academic year.

The evaluation plan used a mixed-methods approach to address three components: process study, impact study, and cost study. The process study identified emerging themes related to the implementation processes and practices. The impact study used pre- and post-test comparisons to analyze the effect of the RTA program on student learning. The cost study used district expenditure data and regression analyses to examine the impact of expenditures on student achievement.

### Process Study

The process study looked at the implementation of the RTA program. Key findings from the process study included:

- A majority of principals and teachers agreed/strongly agreed that the RTA screening process was effective in identifying students “at risk” and that it targeted the areas of needs.
- Four intervention approaches/programs were identified as being used most frequently: Reading Mastery, Reading Recovery (grade 1 only), Early/Soar to Success, and Small Literacy Group. These four appeared to provide important opportunities for student success. Teachers indicated that most of the components were easy to implement, but the ease of implementation varied among the common intervention programs.
- Teachers and principals reported increased confidence in their ability to meet the needs of “at risk” readers but are not as confident in their ability to affect minority student performance. In addition, teachers using some programs thought their intervention was only somewhat effective.
- During site visits, principals and teachers reported the following practices as being most important to the success of the RTA program: collaboration across stakeholders; professional development; quality/attitude of RTA teachers; intervention planning and decision-making; administrative leadership and support; specific interventions/intervention components; fidelity of implementation; alignment with other reading initiatives/programs; parent involvement; and materials.

Most teachers and principals felt that RTA could be improved through continuation of funding for the program, but were less enthusiastic about continuation of the T-Pro as the assessment tool. Some teachers found it confusing, inaccurate, and time consuming, but many reported that it provided good information to help them support student learning.

### Impact Study

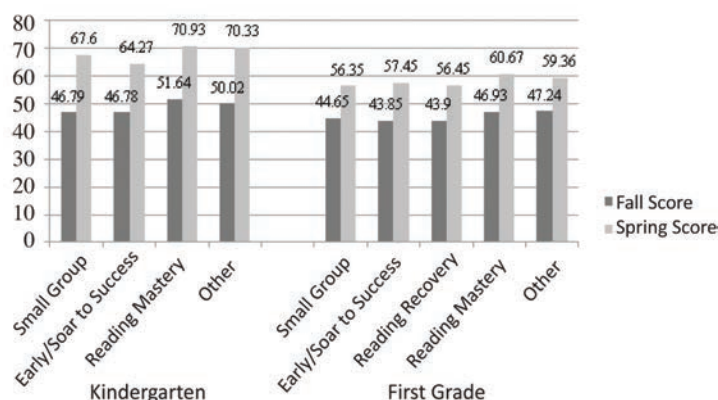
The research questions guiding the impact study focused on the influence of RTA on student learning. Impact was measured using the T-Pro, a standardized assessment administered in all RTA schools in the fall and spring.

- Students who received support from an RTA teacher made greater gains than students who received no intervention. However, they were still behind their peers in the spring.
- Students who received any of the common interventions made achievement gains. The relative strengths of the interventions varied by grade level.
- There was no consistent reduction in the achievement gap among students with different characteristics, including disabilities, low socioeconomic status, racial minorities, limited English proficiency, or gender. However, minority children, especially in kindergarten, made significant gains when they received RTA-funded intervention.



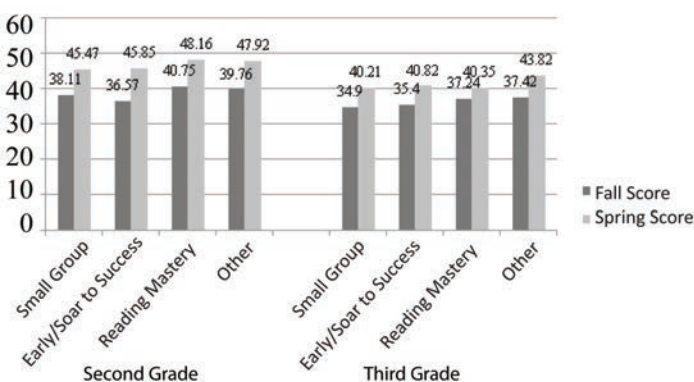
- The analyses do not provide clear direction or recommendation to suggest one program is more or less effective. It is more important to ensure that RTA teachers are aware of multiple programs and approaches and work to provide instruction that is working for that child.

**Figure 1. Impact of Four Common Interventions on Reading Performances for Kindergarten and First Grade Students in the RTA Teacher Group**



Source: MGT of America, Inc., compiled from KDE data.

**Figure 2. Impact of Four Common Interventions on Reading Performances for Second and Third Grade Students in the RTA Teacher Group**



Source: MGT of America, Inc., compiled from KDE data.

### Cost Study

The cost study explored the expenditures of the Kentucky districts and the impact of financial expenditures on student achievement.

- Findings indicate that expenditures per student varied widely among schools. At the 317 schools for which there were both financial and student data, the average expenditure per student was \$1,102; the minimum per student expenditure was \$176 and the maximum per student was \$7,460. Each school served an average of 80 children in RTA programs. The least number of children served at a school was 12 and the most served was 372.
- Over 89 percent of the funds were expended for personnel and personnel related expenditures, while 7.5 percent of total funds were expended for books and supplies.
- Expenditures per student were not related to the change in total test scores between fall and spring.
- The financial analyses were beset by data limitations that affected the number of students for inclusion in the study. The available data limit the confidence in the usefulness because the cost data was not tied to a specific intervention.

# ELEMENTARY

## Literacy Assessment Evaluation Tool

The Collaborative Center for Literacy Development (CCLD) has developed a web-based Literacy Assessment Evaluation Tool that educators can use to help make decisions about commercially-produced literacy assessments. The purpose of the tool is to inform educators about the appropriateness of various measures that can be used to assess literacy skills and how they align with the Kentucky Department of Education's Primary Diagnostic Guidelines. Commonly-used literacy assessments were evaluated on the following characteristics: research-based, developmentally appropriate, reliable and valid, multiple data points, aligned with standards, sensitive and appropriate to differing cultures, and sensitive and appropriate for differing needs. Research on the assessments was investigated and summarized in a "quick look" table. The table (figure 1) includes links to in-depth reviews of each assessment listed. Figures 2 and 3 depict the criteria for "convincing" and "partially convincing" evidence as each assessment was reviewed.

The assessments reviewed in the Literacy Assessment Evaluation Tool should be used as part of a comprehensive system of assessment that incorporates multiple sources of information (e.g., family), as well as assesses children through multiple modalities (including observation techniques, permanent records, etc.) to provide a more holistic picture of each child's development.

Figure 1: Literacy Assessment Tool "Quick Table"

Tool	Research Based	Developmentally Appropriate	Reliable & Valid	Multiple Data Points	Aligned with Standards	Sensitive and Appropriate for Differing Cultures	Sensitive and Appropriate for Differing Needs
AIMSweb	●	●	●	●	●	*	*
DIEBELS	○	●	—	●	●	—	—
Fountas & Pinnell	●	●	○	●	●	—	—
GRADE Pearson Assessment	●	○	●	○	●	—	—
Learnia	●	●	○	●	○	—	—
MAP for Primary Grades	○	●	○	●	●	○	○
mClass Circle	*	*	*	●	○	—	—
mClass Reading 3D	○	●	○	●	●	—	—
PALS	●	●	●	○	○	—	—
Pearson BIAS	●	●	○	n/a	○	—	—
Reading Fluency Benchmark	●	●	○	●	●	—	—
Reading Fluency Progress Monitor	●	●	○	●	●	—	—
Renaissance Learning STAR	●	●	●	●	●	—	—
Rigby eAssessment	○	○	○	●	○	—	—
Rigby PM Benchmark Kits	●	●	○	●	○	—	—
ThinkLink	●	●	○	●	●	○	○

Legend: ● = Convincing evidence for ○ = Partially convincing evidence for — = No evidence for \* = No information available

**Figure 2: Criteria for Convincing Evidence**

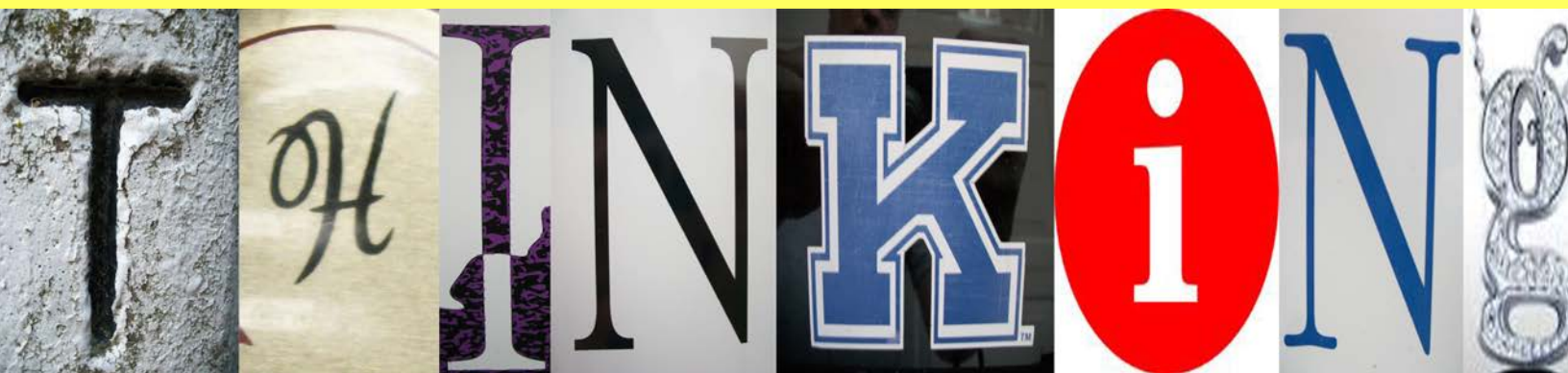
Criteria for **Convincing Evidence**

Research Based	Developmentally Appropriate	Reliable & Valid	Multiple Data Points	Aligned with Standards	Sensitive and Appropriate for Differing Cultures	Sensitive and Appropriate for Differing Needs
Development included an iterative process in which a testing period occurred and results were used to make improvements in the measure.	Assesses different skills at different age levels that are appropriate for each level. Modality of assessment is appropriate for the targeted age group.	External assessment or peer-reviewed internal assessment of technical properties indicate adequate reliability.	More than two occurrences of progress monitoring throughout the school year and useful as a progress monitoring tool to inform instruction.	Assessment is aligned with the Common Core Standards on at least two of three overall domains: (1) Addresses major areas of reading including vocabulary, comprehension, phonemic awareness, and phonics; (2) Uses both narrative and informational text; (3) Sensitive to text complexity (i.e., assesses students' ability to read increasingly complex texts).	Assessment has been found through empirical research to be both a sensitive (i.e., are norms disaggregated for individuals with differing ethnicities/ cultures) and appropriate (i.e., are there different versions of the assessment available in different language AND was it developed with individuals of differing cultures, SES, etc., in mind) measure for individuals of differing cultures (including ethnicity, SES, gender, etc.).	Assessment has been found through empirical research to be both a sensitive (i.e., are norms disaggregated for individuals with differing ethnicities/ cultures) and appropriate (i.e., are there different versions of the assessment available that can be used for individuals with differing needs) measure for individuals of differing needs (including disability, etc.).

**Figure 3: Criteria for Partially Convincing Evidence**

Criteria for **Partially Convincing Evidence**

Research Based	Developmentally Appropriate	Reliable & Valid	Multiple Data Points	Aligned with Standards	Sensitive and Appropriate for Differing Cultures	Sensitive and Appropriate for Differing Needs
Development included an iterative process; however, some dissenting opinions concerning the research base were found in the literature.	Assesses different skills at different age levels and that are appropriate to each level.	Internal assessment of the technical properties indicate adequate reliability and validity.	At least two occurrences of progress monitoring throughout the school year.	Assessment is aligned with the Common Core Standards on at least one of three overall domains: (1) Assesses major areas of reading including vocabulary, comprehension, phonemic awareness, and phonics; (2) Uses both narrative and informational text; (3) Sensitive to text complexity (i.e., assesses students' ability to read increasingly complex texts).	Assessment has been found through independent outside reviewers of the assessment tool to be either sensitive (i.e., are norms disaggregated for individuals with differing ethnicities/ cultures) OR appropriate measure for individuals of differing cultures (including ethnicity, SES, gender, etc.).	Assessment has been found through independent outside reviewers of the assessment tool to be either a sensitive (i.e., are norms disaggregated for individuals with differing ethnicities/ cultures) OR appropriate measure for individuals of differing needs (including disability, etc.).

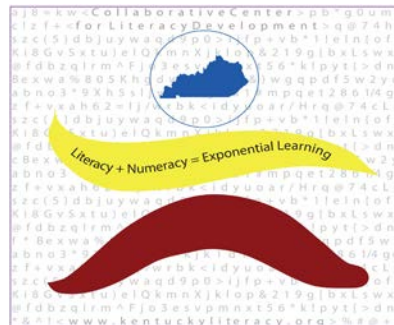




# MIDDLE & HIGH

# MIDDLE & HIGH

COLLABORATIVE CENTER FOR  
**LITERACY**  
DEVELOPMENT



## Literacy + Numeracy = Exponential Learning

In partnership with Eastern Kentucky University (EKU) and Northern Kentucky University (NKU), the Collaborative Center for Literacy Development received an 18-month (January 2010-June 2011) \$150,000 grant for the Literacy + Numeracy = Exponential Learning Initiative. The professional development program has provided ongoing training and support for grades 4-12 mathematics teachers. The professional development integrates new common core standards for mathematics, EPAS testing, and literacy strategies to accelerate student comprehension of mathematics text and materials. This grant provided professional development for 47 teachers from Estill, Jackson, Lee, and Owsley Counties. Support and leadership training were provided by EKU literacy professor, Dr. Diana Porter, and NKU mathematics professor, Dr. Gina Foletta. In addition, an online professional learning community was developed to support and extend face-to-face trainings throughout the year. Dr. Patricia Kannapel served as the independent evaluator, monitoring and reporting on the grant implementation and goals.

The purpose of Literacy + Numeracy = Exponential Learning is to increase student access to and comprehension of mathematics texts and content material for accelerated learning by way of providing professional development integrating literacy tools. Throughout Cycle 1, grant activities have aided teachers in increasing the level of rigor in mathematics classes through the use of literacy strategies. In addition, mathematics teachers' sense of efficacy about their ability to improve student mathematics competencies through integrating literacy strategies into mathematics instruction has also increased. The final professional development session was held in Estill County. The session featured a showcase of lessons and projects that teachers created representing how they incorporated skills and tools acquired during the 18-month participation in the initiative.

Teachers engaged in a total of six professional development sessions and individualized classroom visits. Learning activities were organized around the National Council for Teachers of Mathematics (2000) Five Process Standards, the new state mathematics standards, and the ACT EPAS standards. In addition, workshops were conducted focusing on the Common Core State Standards for Mathematics (CCSSM). Rick Stiggins' assessment materials have also been used with a focus on formative and summative assessment.

## Literacy + Numeracy = Exponential Learning Year 1 Evaluation Summary

The evaluation focused on the project's success achieving the project goals. Data were gathered from observations of professional development sessions and classroom instruction; interviews with project staff and teachers; and pre- and post-intervention teacher surveys and tests. Student achievement data will be analyzed as it becomes available. Research findings will be used to enhance the project in Cycle 2.



Alethea Bernard

## New Adolescent Literacy & Learning Initiative

The new Adolescent Literacy Initiative (ALI2) is being designed to develop and provide quality, research-based professional development (PD) for adolescent literacy teachers in middle and high school settings (grades 6-12). It will complement and advance current PD efforts already under way through the Kentucky Department of Education (KDE), the Council on Postsecondary Education, the Educational Professional Standards Board, the state university teacher professional development programs, the regional education cooperatives, and other entities on behalf of the Kentucky Core Academic Standards and an aligned curriculum for college and career readiness and 21st-century learning skills.

ALI2 has three phases. Phase 1 has been completed with the issuance of a request for proposals for seed development grants of \$10,000 to university teacher education faculty to advance, scale up, or refine current adolescent literacy PD efforts to demonstrate the feasibility of a model for statewide application. Awards were made to six of eight applicants, with the PD trials to be completed in early Summer 2011. The programs were:

- *Eastern Kentucky University:* Kim Creech, Jane Clouse, Shawne Alexander, and Dr. Rob Milde  
"Eastern Kentucky University Regional Stewardship Project: High School English Transition Course"
- *Eastern Kentucky University:* Dr. Diana Porter, Susan Allred, and Jimmy Jackson  
"High School Literacy: Decoding the Content"
- *Eastern Kentucky University:* Dr. Dorie Combs and Dr. Faye Deters  
"Developing Professional Learning Communities to Promote Content Literacy in Middle Schools"
- *Georgetown College:* Dr. Rebecca Powell, Tina Stevenson, and Dr. Susan Wood (*University of Kentucky*)  
"Culturally Responsive Literacy Practices: Using CRIOP as a Professional Development Framework in the Middle School"
- *Morehead State University:* Jodi Blackburn  
"Keeping the Momentum: Transitioning Struggling Adolescent Readers from Elementary Schools"
- *Western Kentucky University:* Dr. Pamela Petty and Daniel Super  
"Developing Disciplinary Literacy"

Phase 2 will begin in August 2011, with the issuance of a new request for proposals for larger scale-up grants. (Application deadline will be in early October 2011.) A meeting of literacy faculty from across the state will share results and brainstorm a possible model of a comprehensive program that could be applied consistently at PD sites across the state, much as the Kentucky Reading Project does for K-5.

This new PD model will effectively bring together content area literacy skills development, acceleration and transition strategies, diagnosis and intervention/Response to Intervention (RtI), English language learners (ELL)/special needs, formative assessment, and the common core literacy standards. Participating sites will provide reading comprehension plan guidance for secondary schools, as well as materials for the Collaborative Center for Literacy Development (CCLD) online clearinghouse. State universities that did not respond to the original request for proposals will be given special support to participate in Phase 2. A viable structure for the PD will be determined by end of October 2011, and awards made by November 2011, for implementation by the end of the 2011-2012 fiscal year.

Phase 3 will include exploratory research on valid and reliable literacy comprehension assessment instruments worthy of recommendation and exploration of cloud-based technologies for secondary literacy instruction use. Both explorations will file reports on their findings by December 2011.

*For additional information about this project, please contact Dr. George Hruby or visit the website [www.kentuckyliteracy.org](http://www.kentuckyliteracy.org).*

# MIDDLE & HIGH

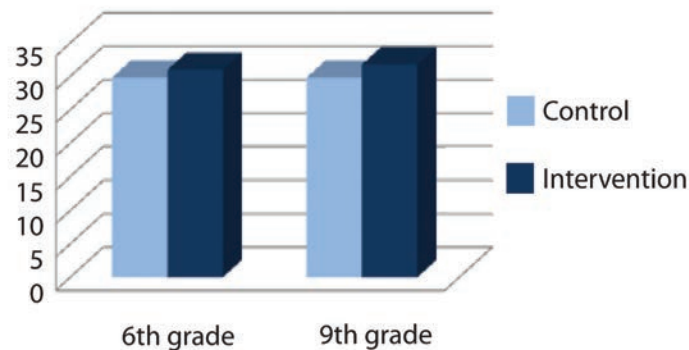
## Striving Readers Evaluation Summary

Since 2006, the Collaborative Center for Literacy (CCLD) has been part of the Kentucky Content Literacy Consortium (KCLC), which was awarded a \$17.3 million Striving Readers grant from the U.S. Department of Education to strengthen the research base in adolescent literacy. Researchers from CCLD and the University of Kentucky received \$3.1 million over five years to study the impact of a reading intervention program and a schoolwide literacy model on students' reading achievement, strategy use, and motivation. The research team, led by Drs. Susan Cantrell, Janice Almasi, Janis Carter, and Margaret Rintamaa, examined the impact of the Learning Strategies Curriculum (LSC) and the Adolescent Literacy Model (ALM) in 21 Kentucky middle and high schools.

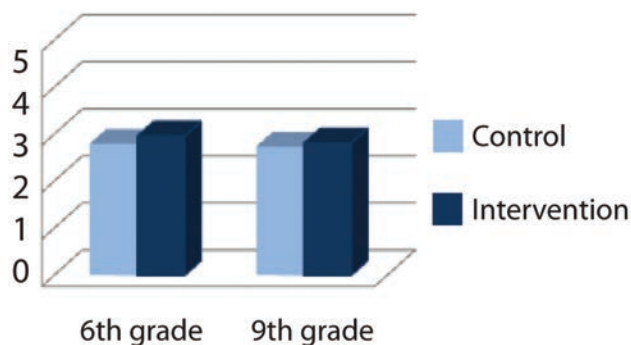
As part of the KCLC, led by Danville Independent School District, CCLD worked with the University of Louisville and the Collaborative for Teaching and Learning to improve adolescents' literacy skills in seven rural school districts: Bullitt County Schools, Danville Independent Schools, Eminence Independent Schools, Jessamine County Schools, Pike County Schools, Rowan County Schools, and Washington County Schools.

The Striving Readers study included a rigorous experimental-control group design in which 1,427 students reading two or more grades below grade level received LSC services in the intervention reading class, and 1,374 students were identified for the control group. Impacts of the targeted intervention on students were measured through the Group Reading Assessment Diagnostic Evaluation (GRADE) and a student motivation and strategy use survey. Results of the study showed there were significant impacts on ninth-grade students' reading achievement. Student survey results indicated significant impacts for sixth grade on students' self-reported reading strategy use and significant effects for both sixth- and ninth-grade students in the area of reading motivation. Figures 1-3 illustrate these outcomes.

**Figure 1: Student Outcomes:  
HLM Spring Estimates Reading Achievement (GRADE NCRs)**



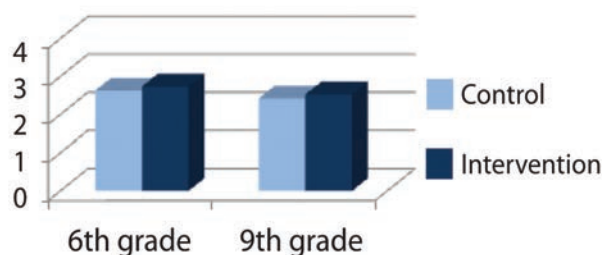
**Figure 2: Student Outcomes:  
HLM Spring Estimates Strategy Use**



Margaret Rintamaa



**Figure 3: Student Outcomes:  
HLM Spring Estimates Motivation**



The Kentucky Striving Readers project yielded positive effects for students and teachers. The targeted intervention, the LSC, had a significant impact on ninth-grade students' reading achievement, sixth-grade students' reading strategy use, and sixth- and ninth-grade students' reading motivation. This suggests that a targeted supplemental class focused on developing students' reading strategies, such as LSC, can be beneficial for middle and high school students who are struggling with reading.

The Striving Readers study also investigated the impact of the ALM whole-school model on students' achievement and on content teachers' efficacy for literacy teaching. Although analyses of student achievement results did not reveal impacts of the whole-school model on students' reading and writing achievement, the project was successful in influencing teachers' efficacy for literacy teaching in Striving Readers schools over the course of the project. Efficacy surveys administered to content area teachers in Striving Readers schools indicated that teachers who participated in Striving Readers schools increased their levels of personal and collective efficacy across the years of the project.

## **Striving Readers Cohort 2: Kentucky Department of Education**

In 2009, the Collaborative Center for Literacy Development (CCLD) collaborated with the Kentucky Department of Education (KDE) to secure a second Striving Readers grant to improve adolescents' literacy. As part of this grant, CCLD conducted a mixed-methods evaluation of KDE's Kentucky Cognitive Literacy Model (KCLM), a supplemental course for ninth-grade students who were reading two or more grades below grade level. The KCLM was implemented in nine Kentucky high schools in 2010-2011, and researchers from CCLD collected data on students' reading achievement, writing achievement, reading motivation, and reading strategy use.

The Group Reading Assessment Diagnostic Evaluation (GRADE) was administered to eighth graders in Spring 2010, and students who scored two or more grade levels below grade level on the GRADE were identified for selection to the intervention and control groups. During the 2010-2011 school year, 319 students reading two or more grades below grade level received services in the intervention reading class, and 319 students were identified as control students. Those control students will receive the intervention reading class the following year.

Data analysis for this study is underway, and a report of results will be available on CCLD's website in Summer 2012.



**Janis Carter**



**Deepsi Sigdel**



# ADULTHOOD

# ADULTHOOD

## Kentucky Adult Education



### Mission

The mission of Adult Literacy Education in the Collaborative Center for Literacy Development (CCLD) is to promote literacy and professional development among those serving adult learners.



Dawn Hanzel



Debbie Clouthier



Tricia MacCallum

During the fiscal year 2010-2011, the Collaborative Center for Literacy Development's Adult Literacy Initiative was contracted by Kentucky Adult Education (KYAE) to provide four professional development cohorts of Experienced Instructor Institutes. They were designed for KYAE adult education full-time instructors and instructor aides of reading and writing who teach students in a classroom environment as well as in one-on-one instruction. The four cohorts included:

- Reading and Writing Instruction: Best Practices
- Strategies for the Struggling Reader: Diagnostics to Instruction – Central Kentucky\*
- Strategies for the Struggling Reader: Diagnostics to Instruction – Eastern Kentucky\*
- Differentiated Reading Instruction in a Multi-Level Classroom

*\*The curriculum and design are the same for both cohorts of Strategies for the Struggling Reader.*

### Institutes

Institute content and objectives for each topic were designed in collaboration with various faculty and staff from the eight state Kentucky universities, the National Center for Family Literacy, retired teachers, literacy professionals from other states, and national organizations over the course of several years. Instructional techniques, content delivered, and specific institute activities were developed based on the latest research and best practices in the field of literacy and the Common Core Standards. The purpose of each institute is described below.

**Reading and Writing Instruction.** Participants were introduced to an overview of reading/writing instructional strategies and foundational knowledge needed to deliver research-based reading and writing instruction to students at all National Reporting System (NRS) levels of learning. Participants learned skills, strategies, tools, and activities to teach the various components of reading and the writing process.

**Strategies for Struggling Readers.** Participants were introduced to the characteristics of the struggling reader and various assessment tools designed to assist them in identifying students' reading strengths and weaknesses beyond the information the Test of Adult Basic Education (TABE) offers. Participants learned various reading skills, strategies, tools, and activities to address targeted student needs identified from the assessment. The reading strategies covered in the institute may be applied to teach all content areas including math comprehension, social studies, and science, while focusing on strategies needed to succeed on the current GED and beyond.

**Differentiated Instruction in a Multi-Level Classroom.** Participants learned various techniques to understand and identify the similarities and differences among students that affect learning and use the information to plan instruction that meets the needs of students in a multi-level classroom. Participants created a profile of their class based on various assessed needs and chose, modified, and applied lessons, strategies, tools, and resources in their particular classroom setting. These strategies may be applied to assist students in reading and writing in all content areas.

### Institute Design

The institute followed the following format:

Introduction: Online	Pre-test Activities to identify purpose and active prior knowledge
Kickoff: 2-day workshop	Purpose, information, modeling, and guided practice
Interim #1: Web conferencing Classroom application	Administer assessments with students and choose skills, strategies, activities, and tools to apply with students; share with peers
Continuation Session: 2-day workshop	Information, modeling, and guided practice in skills, strategies, tools, and activities



Interim #2: Classroom Application	Classroom project Development of a classroom profile based on assessments Syllabus Lesson plan Reflection Develop a lesson, teach it to a class, receive feedback from a literacy coach, and reflect on the process, and develop a plan for future application
Showcase: 1-day session	Share lessons with peers; reflect on the institute learning; submit an adaptation plan to sustain application in the classroom
Wrap-up: Online	Post-test, reflection, and feedback

Data on the impact of the institutes was collected and analyzed. Data included:

- Feedback surveys completed by participants
- Pre-/post-tests
- Classroom project rubric scores
- Feedback from coaches
- Participant adaption plans

An evaluation of participants' feedback related to the institute content provided indicated that most participants found the content to be effective, the pre-work assignments to be helpful, and the instructors to be knowledgeable. Further, participants were pleased with the performance of their literacy coach, and many indicated they would have appreciated additional time with them. Comparisons between pre- and post-institute performance on an assessment of general reading knowledge revealed an average growth of 11.33 points. Participants reported purpose for the institutes aligned with their reported outcomes or information achieved, indicating that the institutes provided the participants with the information they needed. Overall, these results indicate that participants in the four institutes were satisfied with the level of instruction and content provided during the trainings and made gains in their reading knowledge following participation.

KYAE participated in a national pilot funded by a grant from the U.S. Department of Education's Office of Vocational and Adult Education teaching adult education programs to implement four innovations (phases) incorporating the Common Core Standards into classroom practice. KYAE has contracted with the CCLD Adult Literacy Initiative for the 2011-2012 fiscal year to conduct institutes with all adult education programs to implement Innovation One, which will assist adult education and literacy instructors in gaining an understanding of the Common Core Standards by applying a process to unpack the standards and align them to curriculum resources.



*"To be honest, the only reason I came is because it was required to get my PD. And I really thought I knew it all. After all, I attended KAELI and have been teaching reading/writing for years. Not only did I learn more strategies but using the Adult Diagnostic Reading Inventory (ADRI) was beneficial. After giving a GED student the ADRI, I was able to find out what was wrong and what he needed and he went up one level!"*

- Participant

*"I really enjoyed the Struggling Readers/Diagnostics class. It was the most beneficial training that I have ever attended in my 16 years of adult education. I learned many things that I will be able to continue to use with my future students."*

- Participant



# OUTREACH



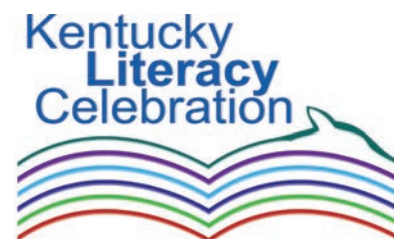
## Literacy Outreach

The economic challenges Kentucky faces today, and the need for higher levels of education to meet them, requires that our citizens develop greater literacy ability than ever before. As the foregoing sections of this report indicate, the Collaborative Center for Literacy Development (CCLD) has been at the forefront of literacy education professional development and research. However, CCLD also advances literacy in numerous other ways: through support for high quality literacy research; through the use of new communication technologies to provide resources and information to practitioners, families, and the general public; through quality research published in highly competitive, peer-reviewed publications; and through efforts to raise public awareness about the general importance of literacy.

- *CCLD Offers Seed Grants for Literacy Projects and Research.* In order to expand CCLD's work in adolescent literacy, six \$10,000 seed grants were extended to various university sites to research and propose ideas for new projects. An additional seven \$10,000 grants were awarded to university faculty to research ideas that support CCLD's research agenda.
- *CCLD Revamps the Website and Clearinghouse.* At the beginning of 2011, CCLD began the process of redesigning its website to make it more user-friendly and to increase its relevancy. A more refined clearinghouse feature allows users to search the database for useful resources. The new blog will feature comments from CCLD staff and partners. Also, CCLD has entered the realms of social media; links to various online communications tools are listed on the website.
- *CCLD Staff Work Is Highlighted in Publications.* Members of CCLD's staff continue to produce work that is being published. Numerous publications, including books, chapters, and journal articles, showcase the important work CCLD is producing relevant to literacy. In addition to the publications, many staff members have presented their work to state and national audiences.
- *CCLD Initiates Kentucky Literacy Celebration Week.* CCLD's marketing office developed the plan for the inaugural Kentucky Literacy Celebration Week that was adopted by First Lady Jane Beshear. In collaboration with the First Lady's office, CCLD partnered with other literacy and education organizations to create a statewide event focusing on literacy. Schools, libraries, adult/family education centers, communities, and businesses hosted various literacy activities, highlighting achievements and increasing awareness of challenges to literacy for Kentucky's citizens. This will become an annual event.
- *CCLD Participates in National Literacy Campaign.* CCLD has been instrumental in bringing the national Right to Literacy campaign to the commonwealth. This project focuses on the goal of ensuring literacy skills for all U.S. residents through collaborative community engagement. CCLD is working with various education, community, business, and government agencies to provide the opportunity for participation throughout the state.
- *CCLD Focuses on Standards.* The Kentucky Core Academic Standards and Senate Bill 1 (2009) have been refocusing CCLD's work. Each initiative has undergone a review of its program and delivery to ensure alignment with the standards. CCLD provided Senate Bill 1 information sessions and forums to the postsecondary community on infusing the standards into higher education, the result of partnerships with the Council on Postsecondary Education, Kentucky Association of Colleges of Teacher Education, Kentucky Center for Mathematics, and the P-20 College and Career Readiness Lab at the University of Kentucky.
- *CCLD's Increases Marketing and Communication Efforts.* CCLD has striven to increase its overall visibility. Increased participation in local, state, and national events have raised awareness of CCLD's work in literacy. Increased marketing campaigns and media efforts are highlighting CCLD to better position the organization as a viable leader in literacy.



[www.kentuckyliteracy.org](http://www.kentuckyliteracy.org)



Keith Lyons



Zac Combs

Increasing outreach efforts maintains CCLD's role as a literacy leader. Continued endeavors in providing quality professional development and research expand the opportunities to serve in more relevant, diverse ways leading to a stronger future for Kentucky's citizens and economy.

## CCLD Research Agenda Grants

In 2010, the Collaborative Center for Literacy Development awarded seven \$10,000 grants to scholars at five Kentucky universities to conduct research that informs policy and practice and improves literacy teaching and learning in Kentucky. The seven funded projects address each of the research agenda's four priority topics: teacher preparation, family and community literacy, student achievement data, and school and program content.

### CCLD Research Agenda Small Research Grant Awards:

#### Priority Topic #1: Teacher Preparation

Dr. Nicole Fenty, *University of Louisville*

"Literacy in Teacher Education"

This study examines the ways in which literacy is addressed in teacher preparation programs across Kentucky.

Dr. Jody Fernandez, *Morehead State University*

"Kentucky Teacher Certification: An Onsite Investigation into Kentucky Teacher Standards and their Correlations with New Zealand Teacher Standards to Develop High Quality Teachers"

This study compares teacher preparation in Kentucky to teacher preparation in New Zealand and considers implications for improving Kentucky's teacher preparation programs.

#### Priority Topic #2: Family & Community Literacy

Dr. Kristen Perry, *University of Kentucky*

"ESL and Adult Literacy Provision for Refugees in Lexington"

This study examines educational provision (specifically, English as a Second Language and Adult Basic Literacy programs) for adult refugees in Lexington.

#### Priority Topic #3: Student Achievement Data

Dr. Jill Adelson, *University of Louisville*

"Literacy Patterns in Kentucky"

This study uses existing statewide student achievement data to examine patterns of literacy achievement among disaggregated student groups.

#### Priority Topic #4: School & Program Content

Dr. Jennifer Montgomery, *Western Kentucky University*

"Implementing Word Walls Across the Curriculum"

This study investigates the use of word walls as a teaching strategy for enhancing middle and high school students' vocabulary development.

Dr. Pamela Petty, *Western Kentucky University*

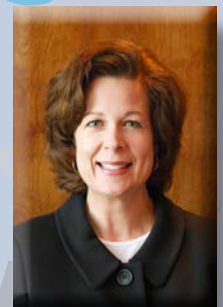
"Readers Matter™: Literacy Support Assessment Tool"

This study focuses on the impact of Readers Matter™, a peer review process to aid faculty in supporting literacy learners in their courses.

Dr. Diana Porter, *Eastern Kentucky University*

"Literacy in Mathematics: Developing the Skills of Ninth Grade Students"

This study investigates the impact of a class that focuses on literacy skills that students need to be successful in math, science, language arts, and social studies classes.



Susan Cantrell

## Collaborative Center for Literacy Development (CCLD) 2010-2011 Budget

### CCLD General Budget

Academic Professional Development and Initiative Development	\$496,348
Administrative Costs	82,108
Adolescent Literacy & Learning Initiative	126,669
CCLD Research	275,462
Clearinghouse & Communications	101,991
Kentucky Reading Project Funding Support for 8 Universities at Multiple Sites	597,641
National Center for Family Literacy	36,885
Personnel Support	<u>339,373</u>
<b>Total CCLD General Budget</b>	<b>\$2,056,477</b>

**Reading Recovery** **\$1,803,103**

### CCLD Grant Funded Initiatives

Instructional Education Quality (IEQ)	\$150,000
Instructional Education Quality (IEQ-9)	125,175
Investing in Innovation (i3) Grant through The Ohio State University (Reading Recovery)	289,443
Kentucky Adult Educators (KYAE) Grant	320,916
Senate Bill 1 (SB1)	62,330
Striving Readers Grant I	673,482
Striving Readers Grant II	<u>339,739</u>
<b>Total CCLD Initiative Funding</b>	<b><u>\$1,961,085</u></b>

**TOTAL CCLD 2010-2011 FUNDING** **\$5,820,665**

*(Does not include encumbrances or late funding)*



Paul Brown



## Publications

The Collaborative Center for Literacy Development (CCLD) is committed to engaging in quality scholarship published in rigorously peer-reviewed journals and in generating high-caliber evaluation reports often in collaboration with our partners. The following describes CCLD authors' published work from the past year.

The CCLD Executive Director George Hruby authored a commentary on misconceptions about visualized statistics for the *Journal of Adolescent and Adult Literacy* (Hruby, 2011) and was the lead author of a review of neuroscience research relevant to reading education for *Reading Research Quarterly* (Hruby & Goswami, 2011). He was also lead author on the first chapter of the teaching methods section of *Handbook of Research in the Teaching of the English Language Arts* (Hruby, Read, & Landon-Hays, 2011) and first section editor of *Handbook of Reading Disability Research* (Allington & McGill-Franzen, 2010).

- Hruby, G. G. (2011). Commentary: Minding the brain. *Journal of Adolescent and Adult Literacy*, 54, (5), 316-321.
- Hruby, G. G., & Goswami, U. (2011). Neuroscience on reading: A review for reading education researchers. *Reading Research Quarterly*, 46 (2), 156-172.
- Hruby, G. G., Read, S., & Landon-Hays, M. (2011). Balancing the tensions in effective English language arts instruction. In D. Lapp and D. Fisher (Eds.), *Handbook of research in the teaching of the English language arts* (pp. 211-217). New York: Routledge Taylor & Francis Group.
- Hruby, G. G. (Section Editor). (2010). Perspectives on reading disability. In A. McGill-Franzen and R. Allington (eds.), *Handbook of reading disabilities research*. New York: Routledge Taylor & Francis Group.

CCLD researchers completed a book entitled *Literacy for All Students: An Instructional Framework for Closing the Gap*. This text, which grew out of the researchers' evaluation of Kentucky's Read to Achieve program, highlights the Culturally Responsive Instruction Observations Protocol (CRIOP), a framework for implementing culturally relevant literacy instruction and classroom observation. Rebecca Powell, Georgetown College, and Elizabeth Rightmyer edited the book. Contributing authors were Susan Cantrell (CCLD), Yolanda Carter, (Georgetown College), Angela Cox (Georgetown College), Sherry Powers (Western Kentucky University), Tiffany Wheeler (Transylvania University), and Kelly Seitz.

- Powell, R. & Rightmyer, E. C. (2011). *Literacy for all students: An instructional framework for closing the gap*. New York: Routledge Taylor & Francis Group.

Susan Cantrell, Janice Almasi, Jan Carter, and Margaret Rintamaa authored two articles detailing findings from their evaluation of Kentucky's Striving Readers project.

- Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M. (in press). Reading intervention in middle and high schools: Relationships among implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (2010). The impact of a strategy-based reading intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*. 102, 257-280.

*"Once you learn to read, you'll be free forever."*

- Frederick Douglass

*"Coming together is a beginning,  
staying together is progress,  
and working together is success."*

- Henry Ford

