The more you read, the more you’ll know. The more you know, the more places you’ll go...Dr. Seuss

If books make kids feel special, then kids will feel books are special...Dolly Parton

Without words, without writing and without books there would be no history, there could be no concept of humanity...Hermann Hesse

A reader lives a thousand lives before he dies. The man who never reads lives only one...George R.R. Martin

Literacy is the basis of all learning...CCLD
Collaborating Partners
Executive Summary

On behalf of the hard working staff and faculty of the Collaborative Center for Literacy Development, welcome to our 14th Annual Report. In these pages you will find a review of our initiatives over the past year improving the caliber of Kentucky’s literacy instruction from early childhood through adulthood.

As required by Kentucky Regulatory Statute 164.0207 (2010), our efforts include several literacy instruction professional development programs, as well as a research office to collect and disseminate research-based resources and information on effective literacy instruction. These programs are carried out through the diligent attention of our collaborating faculty at all eight of the Commonwealth’s public universities, the National Center for Family Literacy, the Council on Postsecondary Education, the Kentucky Department of Education, and ad hoc private sector groups.

This collaborative enterprise has had robust and gratifying effects on Kentucky’s student literacy achievement, as demonstrated by continually increasing reading scores on national assessments that place Kentucky well above the national average in reading (e.g., National Assessment of Educational Progress). Indeed, only five states have significantly better elementary reading scores than does Kentucky, and they are all states in the northeast with notably higher per capita wealth, education levels, and student funding.

When one looks at the statistics for students in poverty (of which Kentucky has a disproportionate number), the results of our reading efforts are even more impressive. For there is not a single state in the union that has significantly better scores in reading at the elementary and middle school grade levels among students of poverty than does Kentucky.

It is a noteworthy correlation that this improvement in Kentucky’s reading achievement has occurred during the same 14 year timeframe as the work of the Collaborative Center for Literacy Development, that no other literacy achievement program or enterprise has been in existence consistently for the same period, and that the same effects, sadly, are not to be found in math or other subjects (except science, a highly literacy dependent subject in the elementary and secondary grades). What we have here, in other words, is correlational evidence of long-term literacy-specific achievement increases from a long-term literacy-specific program. This is heartening news.

Yet these are trying times for those of us who believe in both the power and economic importance of high literacy achievement for Kentuckians and Kentucky and in the value of carefully evaluated research evidence to guide that achievement through high quality teacher professional development.

Much recent loaded rhetoric critical of our laudable educational achievements has taken up the pretense of science and research. I know our political leadership struggles daily with those who would mislead the voter, the taxpayer, the parent. It is actually delightful to watch these elected officials engage in this good work during their committee meetings and legislative sessions, defeating those who would sell snake oil for science and malarkey for coherence.

Together, all of us daily make a difference in the literacy achievement of Kentucky’s students, our future citizens, coworkers, and neighbors. Together, we can read and write the world anew.

Respectfully,

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

CCLD Advisory Committee Constituents

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

- Adult Educators
- Independent Colleges and Universities
- Businesses
- Community - Charities/Foundations
- 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
CCLD Presence in 2011-2012 by Group Served

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

* Kentucky Literacy Celebration events counted as community events

1 group served
2 groups served
3 groups served
4 groups served
5 groups served
The Collaborative Center for Literacy Development (CCLD) has been at the forefront of professional development and research in literacy education. 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 Continues Focus on Standards.** The Kentucky Core Academic Standards and Senate Bill 1 (2009) have been refocusing CCLD’s work. CCLD provided Senate Bill 1 information sessions and forums to the postsecondary community on infusing the standards into higher education. This is 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 Offers Seed Grants for Literacy Projects and Research.** To advance CCLD’s comprehensive research agenda, five $10,000 seed grants were extended to various universities to conduct literacy research.

- **CCLD Enhances the Website and Clearinghouse.** Revisions in performance and accessibility were made along with added functionality. Online registration was made available for participants attending events and trainings, improving organization and reducing the carbon footprint. An online video was produced to highlight the work and achievements of CCLD, and a more expansive video is planned to show all the work done by our initiatives across the state and the nation. CCLD has also delved further into social media, increasing our online presence and visibility as a leader in literacy.

- **CCLD Serves as a Voice for Literacy in the Business Community.** Over the past few years, CCLD has participated in the Kentucky Chamber of Commerce’s Education Committee. This work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.

- **CCLD Leads 2nd Annual Kentucky Literacy Celebration (KLC) Week.** In collaboration with First Lady Jane Beshear’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 for the second annual celebration in March, highlighting achievements and increasing awareness of challenges to literacy for Kentucky’s citizens. Governor Steve Beshear issued the official KLC Proclamation as the kickoff event at the State Capitol Rotunda. Keeneland hosted a Family Literacy Night for the Cardinal Valley Elementary School (Fayette County) at the world-famous Sales Pavilion. As a result of the tornadoes that struck during the KLC period, an ongoing statewide book collection was instituted to gather books to donate to schools that were damaged by the storms. The books will be delivered once the schools are ready to house them.

- **CCLD Joins Efforts with the Arts-Based Community.** CCLD engaged in a weeklong professional development workshop on arts-based, early childhood literacy education. The workshop took place at Eastern Kentucky University through a partnership with the Kentucky Center for the Performing Arts in Louisville, Kentucky.

- **CCLD Explores New Statewide Opportunity.** CCLD has been exploring the possibility of bringing the Dolly Parton Foundation Imagination Library project to Kentucky as a statewide initiative. This project centers on the monthly distribution of books to children from birth to age five. Discussions regarding full implementation across the state, feasibility, budgets, distribution, professional development, and research have been extensive.

- **CCLD Increases Marketing and Communication Efforts.** CCLD has striven to increase its overall visibility. Increased participation in local, state, and national events has raised awareness of CCLD’s work in literacy. Presentations, media releases, exhibits, demonstrations, and discussions about the work of CCLD are occurring statewide and across the nation. Other states have expressed interest in the CCLD model.

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.
In Fall 2010, the Collaborative Center for Literacy Development (CCLD) created the plan for a Kentucky Literacy Celebration (KLC) that was presented to Kentucky’s First Lady Jane Beshear. The intent of the proposal was to designate an annual period to highlight literacy in Kentucky, celebrating the accomplishments and focusing on the challenges still faced as a state.

In collaboration with the First Lady’s office, CCLD partnered with other literacy and education organizations to create a statewide literacy week. It was decided that an appropriate time to commemorate this week would be during the periods of Dr. Suess’ birthday and the Read Across America campaign in March. The inaugural event occurred March 4-8, 2011, with a tremendous amount of participation across the state.

The Governor and First Lady intend to make this an annual event held around the same week each year to highlight literacy and the impact it has on our education, economy, and culture. As a part of the festivities, Ms. Beshear agreed to make numerous visits across the state, visiting schools and education centers, participating in activities, and inviting communities and businesses to engage in the overall literacy achievement of our citizens, from birth to adulthood. Literacy is vital to learning in all content areas. Students must be able to read and comprehend in order to understand and excel in all areas of learning (math, science, etc.).

The second annual event was scheduled for the period of March 5-9, 2012. Governor Steve Beshear kicked off the event by issuing the official Kentucky Literacy Celebration Proclamation from the State Capitol Rotunda in Frankfort. In accordance with its central theme, “Open Doors to Literacy,” individuals and organizations were encouraged to submit photos of themselves in doorways with books to demonstrate that literacy is welcome. Numerous photos were uploaded to the event’s dedicated website.

A variety of participation options were offered to maximize engagement, from simply following the Facebook postings or reading a book to hosting community events. The goal of KLC is to have as much local participation as possible. It is important that all of Kentucky’s residents have opportunities to learn to read and write, and these local events demonstrate the importance of literacy.
The Collaborative Center for Literacy Development (CCLD) is committed to engaging in quality scholarship published in rigorously peer-reviewed journals. This effort to share the research and scholarship with an international community provides CCLD incomparable intellectual credibility and recognition of which Kentucky can be proud.


- Perry, K. (in press). “I’m just kind of winging it”: Preparing and supporting educators of adult refugee learners. *Journal of Adolescent and Adult Literacy*. [The article presents findings from a family and community literacy project supported by CCLD’s Research Agenda Grants Program.]

- Powell, R., Cantrell, S., & Rightmyer, E. (forthcoming). Teaching and reaching all students: An instructional model for closing the gap. *The Middle School Journal*. [This article describes the Culturally Responsive Instruction Observation Protocol (CRIOP) model, a CCLD-funded project.]

- Super, D. & Petty, P. (2011). Readers matter: The development of an individualized professional development model. *International Journal of Humanities and Social Science, 1*(16), 21-29. [The article describes the professional development tool the authors developed with funding from CCLD’s Research Agenda Grants Program.]

**Culturally Responsive Instruction Observation Protocol (CRIOP)**

In May 2012, CCLD was awarded a grant from the U.S. Department of Education to evaluate implementation of the Culturally Responsive Instruction Observation Protocol (CRIOP), a professional development framework and research tool used to support teachers’ use of practices designed to improve the learning of students from culturally and linguistically diverse backgrounds. In partnership with Georgetown College’s Center for Culturally Responsive Pedagogy, CCLD will study the ways in which intensive professional development helps teachers close achievement gaps.

The CRIOP model will be implemented with teachers in four elementary schools in Kentucky. Findings from the study will inform and help improve teacher effectiveness, particularly with students from culturally and linguistically diverse backgrounds. The CRIOP model, developed in collaboration with literacy faculty from four Kentucky institutions of higher education, focuses on eight elements: classroom caring and teacher dispositions, classroom climate, parent collaboration, assessment, curriculum, instruction, discourse, and sociopolitical consciousness.
In 2011, the Collaborative Center for Literacy Development (CCLD) awarded five $10,000 grants to scholars at four Kentucky universities to conduct research that informs policy and practice and improves literacy teaching and learning in Kentucky. The five funded projects address three priority topics (#1, 2, and 4) outlined in the research agenda: teacher preparation, family and community literacy, and school and program content.

CCLD Research Agenda Small Research Grant Awards

Priority Topic #1: Teacher Preparation

Dr. Nicole Fenty, University of Louisville
“Content Literacy in Teacher Education”
This study examines the ways in which literacy is addressed in teacher preparation programs across Kentucky for mathematics, science, and social studies. This work expands upon Fenty’s last CCLD-funded project, “Literacy in Teacher Education,” by conducting interviews with both recent graduates and professors of teacher preparation programs across the state.

Dr. Nancy Hulan, Western Kentucky University
“Molding a Culturally Responsive Literacy Practice: How Does Ongoing, Intensive Professional Development Alter Teachers’ Literacy Practices and Assumptions When Working with Diverse Student Populations?”
This study investigates the effects of an intensive professional development model for culturally responsive reading instruction and multicultural practices on teacher views and routines within literacy instruction.

Priority Topic #2: Family & Community Literacy

Dr. Katherine McCormick, University of Kentucky
This study uses parent reports of family literacy practices collected by the National Early Childhood Transition Center to determine the association between the use of these literacy practices and child outcomes in language and literacy for young children with disabilities in transition from preschool to kindergarten.

Priority Topic #4: School & Program Content

Dr. Jennifer Montgomery, Western Kentucky University
“Implementing Word Walls Across the Curriculum for All Learners”
This study focuses on the use of word walls as a teaching strategy for enhancing middle school students’ vocabulary development, its impact on students in general, and its effects on English-language learners and special education recipients. This work continues Montgomery’s latest CCLD-funded project, “Implementing Word Walls Across the Curriculum.”

Dr. Diana Porter, Eastern Kentucky University
“Sustainability of the Adolescent Literacy Coaching Project”
This study explores the outcome of the Adolescent Literacy Coaching Project (ALCP) including how ALCP participants continue to use the knowledge gained in their current positions and the long term impact the coaching had on educators with whom they worked.
Literacy Assessment Evaluation Tool

Last year the Collaborative Center for Literacy Development (CCLD), through the efforts of graduate assistant Melissa Murphy, developed a web-based Literacy Assessment Evaluation Tool that educators can use to help make decisions about commercially-produced literacy assessments for elementary students. This year CCLD unveiled a similar web-based tool for adolescent literacy assessments to service both middle and high school educators. 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 principles for literacy assessment. Commonly used literacy assessments were evaluated on the following characteristics: research-based, 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.

The assessments reviewed in the Adolescent Literacy Assessment Evaluation Tool should be used as part of a comprehensive system of assessment that incorporates multiple sources of information, 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: Adolescent Literacy Assessment Tool “Quick Table”

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Legend: ○ = Convincing evidence for ○ = Partially convincing evidence for = No evidence for
n/a = indicates that the assessment tool is intended for diagnostics or screening purposes ONLY
Early Childhood Involvement

The Collaborative Center for Literacy Development (CCLD) convened an early childhood exploratory committee in Spring 2012. Early childhood experts from across the state were invited to join the group. Committee members included representatives from the Governor’s Office of Early Childhood, university and community college early childhood faculty, directors of the Early Childhood Regional Training Centers, as well as representatives from school districts and the educational cooperatives. The committee was asked to explore how CCLD might play a role in the state’s current early childhood work. Having previously collaborated with the Kentucky Department of Education to offer the Early Childhood Teacher Academies, CCLD continues fulfilling its mission of providing professional development for early care and education professionals.

Because of the proliferation of early childhood organizations and agencies that are already providing professional development, the committee agreed CCLD should consider alternative options for involvement. The committee suggested CCLD develop and provide resources through its existing clearinghouse. This would align with the goal of the Early Childhood Advisory Council, recently created by Governor Steve Beshear, to move closer to a seamless delivery system of early childhood services by uniting stakeholders across the Commonwealth. Based on this committee’s discussions, CCLD decided to continue gathering information and communicating with the Advisory Council to determine what its next steps might be.

CCLD has been exploring the possibility of initiating the Imagination Library in Kentucky. The project is an integral part of the Dolly Parton Foundation. The premise of the Imagination Library is getting books in the hands of children from birth to age five. Books are mailed monthly to each registered child. CCLD is investigating the feasibility and sustainability of bringing the project to Kentucky as a statewide goal. Current discussions are around funding and implementation. Developing a good early childhood professional development training model for families and educators along with a research study centered around the Imagination Library are vital pieces to ensuring the initiative has an impact on early learning.

“Oh, magic hour, when a child first knows she can read printed words!”
— Betty Smith, A Tree Grows in Brooklyn

“Free the child’s potential, and you will transform him into the world.”
— Maria Montessori
**Reading Recovery® in Kentucky**

Reading 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.

During the 2011-2012 school year, intervention services were provided by 380 Reading Recovery teachers and 22 Reading Recovery Teacher Leaders to 3,078 first-grade children in 268 schools from 73 school districts. The number of students that reached the average of their classrooms was 1,921, and 512 students were recommended for further instructional support.

The Reading Recovery University Training Center (UTC) continued its 10th year celebration with state-level advocacy efforts that included: observation of Reading Recovery lessons with House Speaker Greg Stumbo and Madeline Abramson, wife of Lt. Governor Jerry Abramson; individual Teacher Leader visits with Kentucky First Lady Jane Beshear; and recognition of the UTC and Teacher Leaders on the Kentucky Senate floor. Artwork from Reading Recovery children was delivered to all state legislators in districts with Reading Recovery services to express appreciation for their continued focus on early literacy intervention in Kentucky. During the 2011-2012 academic year, Lindy Harmon attended The Ohio State University for coursework that certified her as the second Reading Recovery Trainer for the University of Kentucky. Ms. Harmon will oversee a pilot for other populations to train literacy processing specialists with *Literacy Lessons Designed for Individuals* beginning in Fall 2012.

At the national level, Kentucky is well represented on the Board of the Reading Recovery Council of North America. Tee Fiero, a Reading Recovery teacher from Woodford County, serves as a teacher representative. Mary Beth Stevens, a Reading Recovery Teacher Leader from Jefferson County, serves as a Teacher Leader representative. Lindy Harmon, UTC Trainer, serves as Advocacy Committee Chair, and Dr. Judy Embry serves as Past President.

The Reading Recovery Center continues to provide training and support through a federal Investing in Innovation (i3) grant. The Reading Recovery Center at the University of Kentucky has partnered with The Ohio State University to expand implementation of Reading Recovery to reach more struggling students. The i3 grant provides the opportunity by scaling up Reading Recovery to meet the goal of full implementation in breaking the cycle of literacy failure for primary students in Kentucky. The i3 grant provides six graduate credit hours of tuition from the University of Kentucky, books, materials, supplies, and a small stipend to assist with educational expenses related to Reading Recovery training.

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

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 Center has supported the work of CIM Coaches and CIM Specialists this year through Dr. Linda Dorn’s latest book, *Interventions That Work*. Outreach efforts were established by Teacher Leader and CIM Coach Karen Birdwhistell through the Network of Literacy Administrators. This group provided professional development to 80 administrators in the following Kentucky counties: Hart, Letcher, Jefferson, Madison, Christian, and Daviess.

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“**The Reading Recovery Intervention...is an integral part of our successful reading program! We can continue to see student success and carry over up to our 8th grade students.”**

- District Administrator, Hart County

“I feel that Reading Recovery is a great program...[It] will enable kids to stay out of Special Education and focus on the area of concern. I was truly at a loss on how to help [my son] until this program was brought up and recommended. In my book, [RR teachers] are proof of what teaching is all about.”

- Parent, KVEC

“This is the first time I have had true English as a Second Language (ESL) kids for Reading Recovery. It was enlightening and rewarding because they made so much progress and worked so hard at school and at home.”

- RR Teacher, Jefferson County

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From top left: Reading Recovery lesson with Kentucky House Speaker Greg Stumbo at Allen Elementary (Floyd County); Dr. Judy Embry and RR Teacher Leaders (TLs) with Governor Steve Beshear at Capitol for Kentucky Literacy Celebration Week kickoff; First Lady Jane Beshear with RR student and his mother in Somerset; Ms. Madeline Abramson with RR team at Tully Elementary (Jefferson County); UTC personnel and TLs on Senate floor with Senator Jack Westwood.
The Kentucky Reading Project (KRP) was established through state legislation passed in 1998 that created the Collaborative Center for Literacy Development (CCLD). KRP is beginning its 14th year of offering professional development in literacy instruction, intervention, and integration of family engagement to public elementary (K-5) teachers. The yearlong, graduate level course focuses on the implementation of research-based instructional practices and provides teachers with opportunities to adapt the practices to their unique classroom situations.

The KRP model is developed and implemented by literacy faculty at each of the eight state universities. KRP Directors adapt the curriculum as needed to accommodate the teachers in their areas and support them in addressing the Kentucky Core Academic Standards in innovative ways. KRP provides participants with tuition for three graduate credit hours, a stipend, and professional resources at no cost to schools or districts.

**Delivering Innovative Models**

Over the last twelve years, KRP has evolved to include outreach models in addition to the original university-based model. CCLD has conducted 16 off-site KRPs to specifically target underserved and high-need, low-achieving schools and districts, particularly in areas of the state where no public university exists. KRP Directors travel to these off-site locations, often living in the community for several weeks. They become familiar with the unique culture of the area and can shape the instruction to the specific needs of the school or district while still maintaining the core concepts of KRP.

Districts in several areas of the state have requested KRP training for all professional staff, which includes middle and high school teachers. KRP Directors working with these districts modify the curriculum for the upper-grade level teachers. The Leveraged Adolescent Literacy and Learning Initiative (LALLI), a CCLD-sponsored professional development initiative designed specifically for middle and high school teachers, is partially modeled on these district-based KRPs. LALLI complements KRP and ensures continuing high-quality reading instruction for teachers in grades K-12.

Incorporating technology into KRP has been an ongoing goal, even more so since the passing of Senate Bill 1 (2009). District personnel in Leslie County developed a plan to train all their teachers to use technology in the classroom, specifically using e-readers. They asked CCLD to host a KRP for all teachers in the district who were infusing technology into the curriculum. A grant from Barnes & Noble provided NOOKs for the teachers. During KRP they learned how to use e-readers and incorporate technology into their classroom instruction.
Developing Teacher Leadership

The National Center for Family Literacy (NCFL), one of CCLD’s partners in KRP, provides one day of training on family engagement in literacy to teachers at all KRP sites. As a direct result of this training, Lisa Lokesak, a KRP alumna from Northern Kentucky University, was named as one of three runners-up for the Toyota Family Literacy Teacher of the Year in 2011. Over the next year, she worked with NCFL on a family literacy project that she presented to the KRP Directors and teachers who attended the KRP Share Fair in March. She presented on how her efforts started to change the culture of the teachers at the school regarding families and the impact this has had on students, parents, and teachers.

A one-week Kentucky State University (KSU) alumni course for teachers who participated in past KRPs took place last summer. Teachers came from across the state representing nearly every university KRP site. KSU will host another Alumni course this summer because of the positive response from last year’s participants. In the future, additional sites across the state will host alumni courses so that more educators will have this opportunity for professional development.

Turning Around Schools

Two KRPs took place in elementary schools this past year. The University of Louisville KRP was held at the Atkinson Academy for Excellence in Teaching and Learning in Jefferson County. A majority of the teachers at the school have participated in KRP and now are using a unified approach to teaching reading based on a common language and strategies. Significant gains in reading have occurred at this school, which was at one time the lowest-performing elementary school in the state.

Eastern Kentucky University held its KRP at Mayfield Elementary in Madison County. Teachers participating at this site had an opportunity to tutor at-risk students to improve their literacy skills in a summer program at the school. Students training to be library media specialists also worked with the children to create digital storybooks that were showcased at a family event at the end of the KRP.

Other Highlights

World-renowned literacy expert Dr. Richard Allington provided the keynote address at the Share Fair. KRP representatives visited First Lady Jane Beshear in Frankfort in May. A group comprised of literacy faculty from universities who serve as KRP directors, KRP alumni, school district personnel, and CCLD staff presented the concepts and effects of the initiative.

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“Phoenix Rising: A Kentucky Reading Project Success Story

The Kentucky Reading Project is focused on student achievement through best practice instructional methods. [With KRP and...] adapting to the 21st Century learner, we have been able to accomplish many of our district goals through 12th grade. It is a program we hope to continue for every teacher in our district.”

- Technology Integration Specialist, Leslie County

“KRP has had a huge impact on my teaching! I continue to use many of the strategies I learned at KRP in my classroom, and have impacted so many families over the years because of KRP’s association with The National Center for Family Literacy. I credit KRP with providing the tools necessary for me to be a better educator.”

- Teacher, Boone County
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 low-achieving readers in the primary grades. 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 was contracted by CCLD to conduct the RTA evaluation study beginning in the 2009-2010 academic year and continuing in the 2010-2011 academic year.

The evaluation plan used a mixed-methods approach to address two components: Program Study and Achievement Study. The Program Study compared characteristics of RTA schools and non-RTA schools, including the selected programs or interventions chosen at schools and how the RTA program connected to other systems of support for low-achieving readers. The Achievement Study analyzed the effects the RTA program had on the maintenance and improvement of students’ reading performance over time.

Program Study
The Program Study looked at the characteristics of the RTA schools including: student demographics, student achievement, chosen interventions, maintenance of interventions by school staff, the overall system of support for low-achieving readers, and how RTA fits within that system. The Program Study was conducted using data from a variety of sources, including the Evaluation III Report gathered electronically from all RTA schools, telephone interviews from thirty sites, and six site visits. Key findings from the Program Study included the following:

- RTA schools have higher percentages of students who qualify for free or reduced lunch (F/R) and slightly higher percentages of students who qualify for the English Language Proficiency program. RTA Staff reported confidence working with students who qualify for F/R lunch, but a large percentage of staff indicated less confidence in meeting the needs of English language learners (ELL).
- Twenty percent of the RTA schools report that they would like to consider a different intervention at one or more grade levels.
- Some of the intervention programs used at the schools do not use materials that are aligned to state performance levels. Teachers and principals reported having no information whether what students were reading was at an appropriate level of difficulty.
- Most schools reported having a system of support for low-achieving readers, but in the most successful schools, RTA is only one of several programs of support. Student performance and improvement are responsibilities shared by everyone in the school, not just the RTA teacher.
- It was reported that funding for the RTA program changes late in each budget year. It is hard to create a stable system of support when funding for important intervention programs – like RTA – is unpredictable from year to year.

Achievement Study
The research questions of the Achievement Study investigated the impact of RTA on student learning by looking at the extent to which students maintain and improve their reading performance over time and the students’ improvement in reading achievement over a school year. These questions were answered using the Iowa Tests of Basic Skills (ITBS) and Measures of Academic Progress (MAP) provided by the Kentucky Department of Education (KDE) and school staff.

- Students who received intervention only in second grade were more likely to perform at the Proficient or Distinguished levels than students who received intervention in either third grade or both second and third grades. The students who received intervention in only third grade were more likely to perform at higher levels than those who had two years of interventions (intervention in both second and third grades).
The lowest-achieving students are being served. The fall MAP scores for RTA students are lower than for the non-RTA students.

A majority of students are making progress and meeting standards. With the exception of grade 2, more than 50% of the RTA students met the standards based on the spring MAP test.

The gap between achieving and non-achieving students in grades K-3 is narrowing. The kindergarten spring scores were nearly identical for both RTA and non-RTA students.

**Recommendations**
The Program Study and Achievement Study provided valuable information offering implications for the future RTA program. Key recommendations for RTA include:

- There should be a statewide focus on supporting RTA teachers who are working with students who qualify for the English Language Proficiency program.
- Schools with existing RTA programs that meet any new program requirements should receive continued support and RTA initiatives should be added to new schools as funds become available.
- RTA should publicize a process for schools to provide a research or data-based request for a change in intervention program(s) as part of the grant renewal structure.
- RTA should only approve grant applications that propose the use of intervention programs that include materials aligned to state performance levels to allow more effective monitoring of student progress.
- RTA should work closely with other intervention program areas at KDE (ELL, disability, etc.) to support the Response to Intervention (RtI) structure so the progress of all students is monitored regularly.
- RTA should provide stability in funding for at least the biennial budget cycle to enable schools to adequately prepare and monitor programs.
- RTA should continue to focus on early intervention and should require schools to provide interventions at all primary grades.
- RTA should request MAP scores from all RTA schools and use the assessment data to assess long-term trends in student achievement.

**Figure 1. Percent of Students at Proficiency Levels Novice, Apprentice, Proficient, Distinguished at the End of Primary**

Source: MGT of America, Inc., compiled from Kentucky Department of Education 2010 data.
In its third year, the Leveraged Adolescent Literacy and Learning Initiative (LALLI) is providing high caliber, intensive, literacy professional development for secondary teachers and administrators through seven of Kentucky’s eight state universities; the eighth is currently developing their proposal. LALLI is a grassroots program consisting of differentiated programs that will address regional needs using resources already available at the postsecondary institutions.

The programmatic focus includes: transition (between elementary and middle, middle and high, high and college); content area literacy strategy instruction and skills development; English language learner needs; college and career readiness; and 21st century reading, writing, speaking, and listening skills. The central threads that weave LALLI together include:

- close attention to the Kentucky Core Academic Standards for middle and high school English/language arts and literacy for history/social studies, science, technical subjects, and the arts
- attendance to the needs of the local service areas of the participating institutions
- strategic adaptation of the resources, personnel, and expertise available at each institution
- shared communication on the research and site-based experience among all participating entities
- scholarly leadership of peer-oriented teacher professional development communities
- differentiated programs of teacher professional development for particular grade levels, subjects, foci, and student populations

Through a grant from the Council on Postsecondary Education, LALLI teacher leaders will be meeting several times during the academic year to share their successes and challenges, as well as plan for the next scale up of this initiative across districts and regions. LALLI directors and cadre members are encouraged to participate in the Kentucky Reading Project’s Share Fair in Spring 2013. This could lay the groundwork for a potential future annual statewide literacy conference on teacher practice and action research with representation from all K-12 grade levels.
LALLI Cohorts, 2012-2013
Following are abstracts of the site-specific cohort plans for the middle and high school literacy teacher professional development models being used in CCLD’s Leveraged Adolescent Literacy and Learning Initiative. The aim of the statewide program is to allow each university to address the specific needs of its service region with the resources and expertise it has available to advance the Kentucky Core Academic Standards (KCAS) on behalf of College and Career Readiness.

**Eastern Kentucky University**
*Regional Director: Dr. Diana Porter*  
“Professional Learning Communities Designed to Increase Adolescent Content Literacy Skills and Readiness for College and Careers”
Professional learning community (PLC) based professional development (PD) for middle and high school teachers to advance their use of literacy strategies across their various content areas, formative assessment, and literacy planning structured along the KCAS for literacy.

**Kentucky State University**
*Regional Director: Dr. Shambra Mulder*  
“Kentucky State University Literacy and Learning Initiative”
Developing online self-paced modules and blog-based communication portal for literacy professional development, focusing on the role of culture in the development of secondary literacy and the teaching of writing; face-to-face meetings during a two week summer academy cap the course.

**Morehead State University**
*Regional Director: Dr. Jody Fernandez*  
“Keeping the Momentum: Transitioning Struggling Adolescent Readers from Elementary Schools”
Grades 5-8 focus on KCAS for successful transition from elementary into secondary grades with workshop community model and content literacy strategies emphasis.

**Northern Kentucky University**
*Regional Director: Dr. Tammie Sherry*  
“Northern Kentucky LALLI Cohort”
Grades 5-8 focus on KCAS for literacy, the Kentucky Teaching Standards, and the development of a Literacy Action Plan by each participating teacher. Delivered through workshop and feedback modules and through-the-year application with a capstone Share Fair participation component demonstrating application and results.

**University of Kentucky**
*Regional Director: Dr. Susan Wood*  
“KY-LALLI-PDP”
Middle school centered Professional Development Partnership (PDP) project focused on information text content strategy instruction for specific cognitive processes and skills development for superior literacy for learning across a range of texts.

**University of Louisville**
*Regional Director: Dr. Penny Howell*  
“KY-LALLI-Louis”
Based on both the Kentucky Reading Project and the Kentucky Writing Project, this secondary professional development model provides support for the development of superior content literacy learning across all modalities of literacy (reading, writing, listening, speaking). Workshop and virtual modes of support and PD will be utilized. The project will begin with middle school, then high school implementation will follow.

**Western Kentucky University**
*Regional Director: Dr. Jennifer Montgomery*  
“Learning and Leading Through Literacy”
Focusing on College and Career Readiness and the KCAS with an emphasis on transition from high school into college. PD emphasizes reading instruction for learning in secondary and postsecondary contexts, with teacher classroom visits, evaluations, feedback, and integral complement to the workshop instruction.
Since 2006, the Collaborative Center for Literacy Development (CCLD) has been part of the Kentucky Content Literacy Consortium (KCLC), which was awarded a Striving Readers grant from the U.S. Department of Education to strengthen the research base in adolescent literacy. This Striving Readers evaluation examined the impact of a targeted intervention for low-achieving adolescent readers and investigated the impact of a whole-school literacy model on students in participating schools. The targeted intervention was the Learning Strategies Curriculum (LSC) developed by the University of Kansas, and the whole school intervention was the Adolescent Literacy Model (ALM) developed by the Collaborative for Teaching and Learning in Louisville, Kentucky.

In 2010-2011, Kentucky was awarded an extension year to study the impact of the KCLC project in a subset of the 21 middle and high schools that participated in the full Striving Readers study. Six middle schools, eight high schools, and one school serving grades 6-12 were selected to participate in the extension year study. During the extension year, the targeted intervention was implemented with a modification: students who had received the intervention as sixth- and ninth-grade students and were still reading two or more grade levels below grade level were assigned to the intervention for a second year in seventh and tenth grades. Students who were in the control group during the previous year also were provided the intervention as seventh- and tenth-grade students. This provided an opportunity for evaluators to examine the impact of a second year of LSC on students’ reading achievement, strategy use, and motivation as compared to just one year of intervention.

Extension Year Study Findings
- Literacy coaches (who also served as LSC teachers) and administrators participated in extension year professional development activities at high levels for both the targeted intervention and whole school models.
- Participation in the one-day Striving Readers conference was 50% of middle schools, 50% of high schools, and the grade 6-12 school. The focus was on professional development for the whole school model.
- LSC teachers implemented the LSC classroom model at high levels.
- There were significant impacts on reading achievement for students who still needed help and received a second year of LSC as compared to students who received just one year of intervention and still needed additional help after that one year.
- Minority students made greater gains in reading achievement than white students overall and within intervention groups. Minority students who participated in two years of LSC made greater gains in achievement than minority students who participated for just one year. However, the number of minority students included in the analysis was very small.
- Students who were not in special education made greater gains in reading achievement than students in special education overall and within intervention group. Special education students who participated in a second year of LSC made more gains in achievement than students who participated for just one year.
- Girls in the intervention made greater gains in reading strategy use than did boys in the intervention.

Figure 1: Impacts of LSC Intervention
Although the numbers of students in the analyses are too small to enable evaluators to draw firm conclusions about these effects, the data do suggest promise for improving the reading achievement of lower-achieving middle school readers. In this study, middle school students seemed to benefit from a second year of intervention if they were still having difficulty reading after one year of intervention. In light of these results, districts and schools might consider providing supplemental reading interventions for low-achieving students over more than one year.

**Striving Readers Cohort 2: Kentucky Cognitive Literacy Model**

This Striving Readers evaluation examined the impact of a targeted intervention for low-achieving adolescent readers in nine high schools in nine school districts serving large percentages of at-risk students in Kentucky. The targeted intervention for low-achieving readers was the Kentucky Cognitive Literacy Model (KCLM) developed by the Kentucky Department of Education.

The effectiveness of the KCLM intervention was determined through a randomized control field trial utilizing a treatment and control group design. The KCLM was a supplement to the regular curriculum wherein students in the targeted intervention participated in a reading class in place of an elective as part of their regular school day. The control group condition was “business as usual,” wherein students in the control group took a regular elective such as band, theater arts, civics, or physical education. This study examined the implementation of KCLM and its impact on low-achieving ninth-grade students’ reading and writing achievement, self-efficacy with reading strategies, and motivation for reading.

The impact results from one year of study do not reveal significant effects of the KCLM intervention on students’ reading or writing achievement, but there were significant impacts on students’ self-efficacy for strategy use and students’ reading motivation. Development of demonstrable improvements in reading performance may require greater lengths of time to gain comfort with flexible strategy use and to reap benefits of increased motivation. While it seems the students in this study reported increased confidence with using reading strategies, they may not have internalized and practiced strategy use to a sufficient enough extent to achieve purposeful flexible use under a wide range of conditions. Nevertheless, the impacts of the intervention on students’ strategy use and motivation are noteworthy given the emphasis placed on these dimensions of learning in recommendations for improving adolescents’ literacy achievement.
The Collaborative Center for Literacy Development (CCLD) is contracted by Kentucky Adult Education (KYAE) to improve teacher quality in adult literacy education through effective professional development and research. CCLD has been providing professional development to KYAE adult education instructors in English/Language Arts since 2002.

KYAE contracted CCLD to deliver three major initiatives.

**Professional Development Initiative**
KYAE developed a professional development initiative to introduce Kentucky adult education teachers to the KYAE Common Core State Standards. The professional development was adapted from the U.S. Department of Education’s Office of Vocational and Adult Education’s Standards in Action project. KYAE contracted with CCLD to deliver the professional development in five learning communities in the western half of the state in Fall 2011. The professional development curriculum provided teachers with tools to unpack the standards and align them to resources in order to better understand the standards and their relationship to instruction.

CCLD conducted training for 126 Kentucky Adult Education program directors and teachers from 60 counties in the western half of the state. CCLD provided support to teachers through face-to-face workshops, resources, online materials, and coaching. CCLD also created a facilitators guide to assist trainers in implementing the professional development.

**Unpacking the Standards**
In Spring 2012, CCLD deconstructed the Kentucky Common Core State Standards using an unpacking tool provided by KYAE. CCLD also created sample activities for each of the standards in the content areas of reading, language, and writing. Adult education teachers may use these tools to develop instruction.

**Online Standards-Based Instruction**
In Spring 2012, CCLD developed three online courses for adult education teachers.

1. Standards-based Instruction: Lesson Planning
2. Understanding the Reading Process
3. Reading Assessment: Inventories, Diagnostics, and Reading Profiles

Standards-based Instruction will be implemented in Spring 2013.

Through a partnership with Kentucky Educational Television (KET), KYAE created online training resources using the KYAE Common Core State Standards to develop instruction for adult education students. These resources are housed on KET’s “Teacher Domain” website.
Collaborative Center for Literacy Development (CCLD)
2011-2012 Budget

CCLD General Budget

Academic Professional Development and Initiative Development $382,029
Administrative Costs 56,136
Adolescent Literacy & Learning Initiative 380,000
CCLD Research 306,650
Clearinghouse & Communications 80,000
Kentucky Reading Project
   Funding Support for 8 Universities at Multiple Sites 576,611
National Center for Family Literacy 53,446
Personnel Support 380,704
Physical Operations 85,612

Total CCLD General Budget $2,301,188

Reading Recovery $1,680,785

CCLD Grant Funded Initiatives

Instructional Education Quality (IEQ-9) 125,176
Investing in Innovation (i3) Grant through The Ohio State University (Reading Recovery) 318,314
Kentucky Adult Educators (KYAE) Grant 199,521
Senate Bill 1 (SB1) 62,330
Striving Readers Grant I 664,399
Striving Readers Grant II 506,344

Total CCLD Initiative Funding $1,876,084

TOTAL CCLD 2011-2012 FUNDING $5,858,057

(Does not include encumbrances or late funding)