

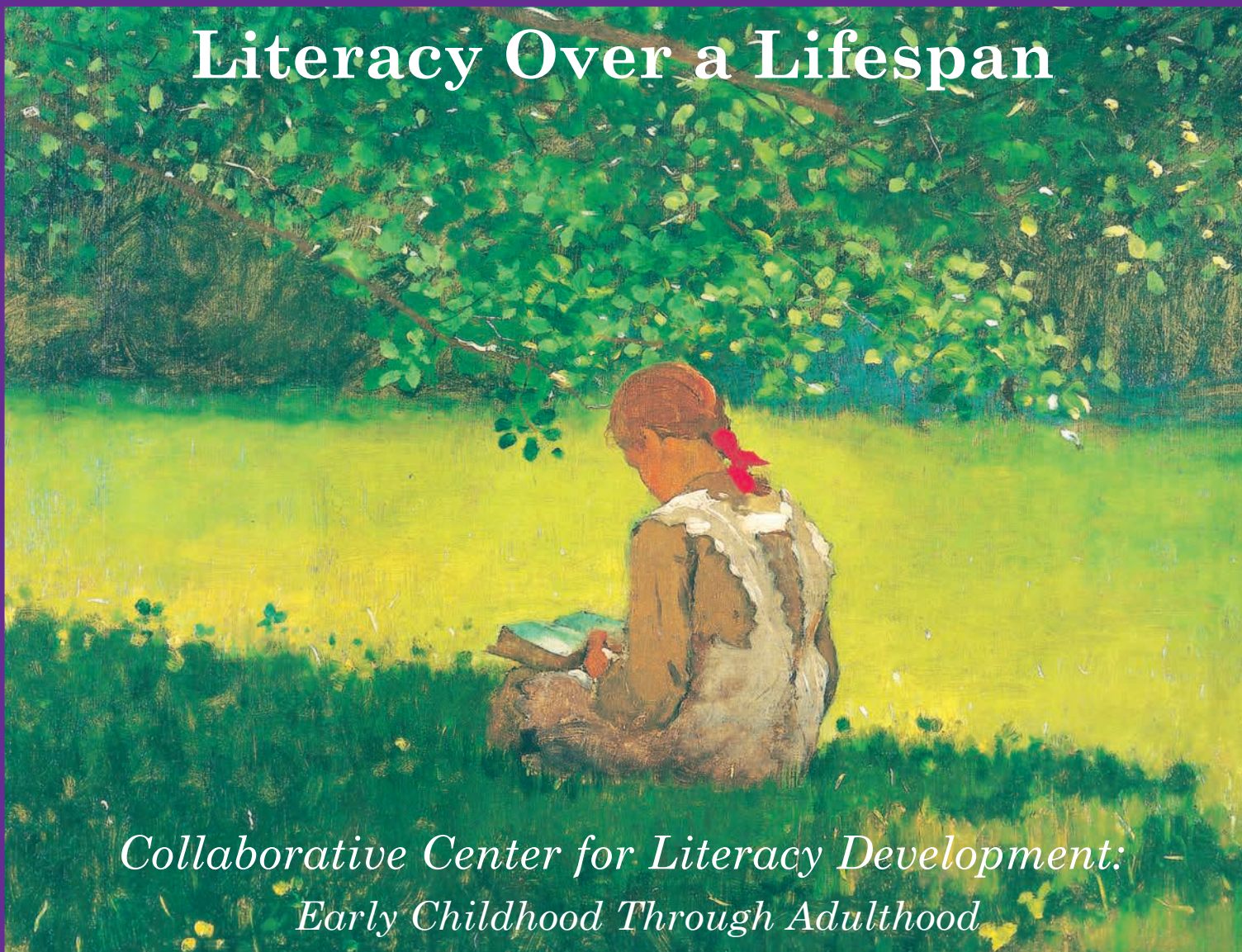
COLLABORATIVE CENTER FOR

LITERACY

DEVELOPMENT

2016 *Annual Report*

Literacy Over a Lifespan



*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 Families Learning

Collaborating Partners



Executive Summary

Literacy and Life Across the Lifespan

At the Collaborative Center for Literacy Development (CCLD), we take great pride in the successes we have enjoyed promoting improved literacy instruction in Kentucky's schools and are grateful to Kentucky's General Assembly for its ongoing and unstinting support. For 18 years, we have helped classroom teachers and reading specialists hone their instructional methods, strategies, and techniques to advance higher student achievement in reading, writing, and formal language use. We have not only promoted the adoption of research-based instructional practices, but also have advanced the instructional problem-solving skills of our teachers. And we have collected an impressive trove of evidence to demonstrate the efficacy of our efforts.



George Hruby

At the core of our work is a vision of literacy development as a living process. Current neuroscience research makes it evident that development of academic and linguistic skills is not merely a matter of acquiring new facts and ideas, but of neural—which is to say physical—change. Facts are not frozen things, really, but patterned neural pathways made up of living cells. Optimal learning experiences have an impact on those cells, and skill development changes them, changes the cellular networks that represent knowledge in the brain, changes the sensitivity and efficiency of dedicated white matter tracts that connect ideas, changes the self-regulation of neurotransmitter and neuro-hormone levels that inform our sense of meaningfulness.

Seen from this perspective, learning is literally biological growth. Not growth as a metaphor for “more,” but growth in the scientific sense of refined adaptation to environmental conditions. Thus, the outcome of successful literacy learning is the ever-improved adaptation of students to their literacy environments and the expectations these require: in the schools, in the community, in the workplace, in the home. In other words, literacy learning is not merely biological and personal, it is also ecological and social. And this insight holds as true for the teachers we work with in our summer institutes as with the students they serve in their classrooms. We provide the conditions to help teachers grow as champions of literacy, and they, in turn, do the same for the students in their classrooms.

This year's annual report reflects this theme. On the cover, Winslow Homer's *Reading by the Brook* (1879) beautifully locates literacy achievement within a naturalistic setting. Yet this traditional way of looking at literacy development is currently being challenged by newer media forms, and the over-inscription of the old forms by newer ones is rampantly evident on the Internet. In videos, on social media, and through our smart devices, users are mixing, matching, and sharing creative re-appropriations of traditional literacy and using it to meet their own adaptive purposes. (Frankly, I cannot keep up with it all, but my daughters tutor me as best they can. Still, like any protective dad, I am confused and concerned when they appear to take pride in having “followers” on their media feeds.)

Nonetheless, you will note that the programs CCLD offers trace a developmental arc: from infant (seedling) to child (sapling) to mature literate (the tree of knowledge). In the pages of this report, you will find the elements of this arc repeated as a key: the Imagination Library Project to support early childhood pre-school literacy in the home, the Kentucky Reading Project for grades K-5, Reading Recovery and CIM for early grades reading support, the Adolescent Literacy Project for Middle and High School grades, Kentucky Adult Literacy Teacher Education for post-secondary and workforce literacy development, and the Collaborative Center for Literacy Development's Research and Evaluation Office to record and evaluate the great work of literacy improvement going on across the Commonwealth.

Thanks to our collaboration with the literacy faculty at all 8 of Kentucky's state universities, with the National Center for Families Learning in Louisville, Kentucky's 9 educational co-ops and 173 school districts, the Kentucky Department of Education, the Council on Postsecondary Education, the Educational Professional Standards Board, the Governor's Office of Local Governance, the Kentucky Chamber of Commerce, the Dolly Parton Foundation, and other dedicated stakeholders, we find that we, too, are ecologically situated and continually growing. We welcome you to this review of our work in the past 12 months and can promise the imminent arrival of exciting developments in the coming year.

Good reading,



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	Kentucky State Legislature
Association of Kentucky Independent Colleges and Universities	Kentucky State University
Businesses	Kentucky Writing Project
Community - Charities/Foundation	Morehead State University
Community - Family/Workplace	Murray State University
Council on Postsecondary Education	National Center for Families Learning
Early Childhood Advisory Council	National Literacy Researcher(s)
Eastern Kentucky University	Northern Kentucky University
Education Professional Standards Board	School Administrators - Elementary
Kentucky Adult Education	School Administrators - Middle/High
Kentucky Community and Technical College System	School Administrators - Superintendents
Kentucky Department of Education	University of Kentucky
Kentucky Education Media (KET/KYVU)	University of Louisville
Kentucky Reading Association	Western Kentucky University



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

1 group served

2 groups served

3 groups served

4 groups served

5 groups served



Local, State, and National Engagement

The Collaborative Center for Literacy Development (CCLD) is 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 Website and Video Series.* The CCLD website is a source for recent news in literacy from around the Commonwealth and the nation. The site also provides resources for educators, administrators, and policymakers. Initiative webpages have received redesigns that will be completed by early 2017. The video series, *In Their Own Words: Reflections and Interviews from Experts in Literacy*, has continued to grow with a diverse list of interviewees. The series, produced in collaboration with the Kentucky Reading Association, highlights influential researchers and current topics in literacy. New episodes will continue to be released. A new book video series, in collaboration with Dolly Parton's Imagination Library, has begun filming and is slated for release in late 2016.



www.kentuckyliteracy.org

- *CCLD Develops a Voice for Literacy in the Business Community.* Over the past several years, CCLD has participated in the Kentucky Chamber of Commerce's Education Committee and other chamber-related activities. The committee work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- *CCLD Hosts Sixth Annual Kentucky Literacy Celebration (KLC) Month.* Continuing the spirit of Kentucky Literacy Celebration founded in 2011, CCLD partnered with other literacy and education organizations to promote a statewide event focusing on literacy. Schools, libraries, adult/family education centers, communities, and businesses hosted various literacy activities for the sixth annual celebration in March, highlighting achievements and increasing awareness of challenges to literacy for Kentucky's citizens. Unique community and business partnerships formed to develop special literacy-related events. The University of Kentucky Reading Recovery Training Center was recognized by the Kentucky General Assembly through a House of Representatives Resolution as a part of the KLC month's events.



Keith Lyons



Zac Combs



Kriss Johnson

- *CCLD Joins in Civic Activities with Book Donations.* CCLD participated in multiple events through sponsorships and donations of books to children and families through opportunities offered by the Arby's Cooperative and Foundation Feed the Mind event, JumpStart Read for the Record activities, and various school district family literacy and summer reading initiative events. The local Girl Scout Troop in Berea (Madison County) sponsored a book drive, collecting over 3,000 books for CCLD to disseminate to various entities at various events as a part of KLC month.
- *CCLD Builds Marketing and Communication Efforts.* CCLD continues to increase its overall visibility. This year's annual Share Fair included participants from the Kentucky Reading Project and the Adolescent Literacy Project, making it the state's only K-12 educator-led professional development event focused on literacy. CCLD hosted several literacy experts with the purpose of providing quality, insightful professional development through various venues. Presentations, exhibits, demonstrations, and discussions about CCLD's work are occurring statewide and across the nation.

Increasing outreach efforts maintain 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.



Lives of Literacy

Impact of initiatives and professional development is not only measured in numbers and statistics. Testimonials from participants, as well as administrators, families of students, and learners themselves speak of the impact and connection to achievement over the lifespan. Below is a sampling of statements of feedback profiling some of the Collaborative Center for Literacy Development's initiatives.

"Reading Recovery continues to have a substantial and positive impact on student achievement in our school. She (Reading Recovery teacher) does a phenomenal job of using progress monitoring data and evidence based practices to develop and hone the skills of our students."

- Principal from Franklin County Schools

"My daughters were both struggling readers in Kindergarten and at the beginning of first grade. They were so fortunate to have Reading Recovery. They are both enrolled in Pre-Law classes at the University of Louisville now."

- Parent from Madison County Schools

"(Kentucky Reading Project) was quite possibly the best leadership professional development I have ever been a part of! Not only did it strengthen my own knowledge of how children learn to read at all levels, but it allowed me to work alongside my teachers to develop our balanced literacy program. I would recommend it to any beginning principal or those who've served for many years... like me."

- Principal from Jessamine County

"Since beginning the KRP, my classroom has changed drastically. I learned or was reminded of so many things that I had planned to implement in my classroom, once I had my own. After I was hired, I was quickly wrapped up in all the things I was "supposed to do" instead of the things I had planned to do. KRP helped me refocus on what I wanted for my classroom of students. This year, most days, my students have had a vocabulary mini-lesson, book talks, DEAR reading time, a read aloud, and write in their Family Message Journals. The effects of this have been clear. My students bring books on restroom breaks and lunch. They stay the full length of read-a-thons and have been complimented by the librarian on their stamina. They want to read and talk about what they have been reading. KRP has made all the difference for my students."

- University of Louisville KRP participant

"I can undoubtedly state the (Adolescent Literacy Project) Literacy Academy will directly benefit my students and consequently improve my reading and writing skills as a Literacy Specialist."

- Murray State University ALP participant

"I feel much more confident about incorporating reading and writing into my classroom. One of the best PDs I have participated in."

- Eastern Kentucky University ALP participant

"I loved this course and benefited from the material that was provided. I have used many of the resources already in my classes. I believe the close reading strategies were very helpful, and ones that I will use on a regular basis. I needed some fresh ideas to help students read and comprehend text."

- Kentucky Adult Education Project participant

"Many students do not know how to learn. I want to put more emphasis on the three questions for the student. Where am I going?, How do I get there?, What can I do to close the gap? There were so many great activities presented in the material and through the discussions. I have printed them all out and will make them available for all our instructors and students."

- Kentucky Adult Education Project participant



Early Childhood

The Collaborative Center for Literacy Development (CCLD) has answered the call to provide quality professional development and research support for early childhood educators. CCLD's endeavors in this twinkling age group are varied in content, delivery, and focus. As with all other CCLD initiatives, diverse collaborations serve as the foundation for the work in this critical developmental stage of a literate individual.

Early Childhood Professional Development Initiative

CCLD hosted a preliminary meeting with a wide range of stakeholders to begin planning an early childhood professional development initiative, similar to the Kentucky Reading Project and the Adolescent Literacy Project. Representatives from regional education cooperatives, literacy faculty in higher education, and early childhood literacy specialists discussed goals and began to develop a framework for this work.

Strong Start Kentucky

CCLD continues to participate in Strong Start Kentucky: Quality Pre-K for Every Child, an initiative of the Prichard Committee for Academic Excellence. Strong Start Kentucky's policy and legislative updates help inform CCLD's early childhood work. CCLD also supports the initiative's goals of increasing access and enhancing the quality of pre-K programs in Kentucky.

KRA Conference Presentation

In October, CCLD staff engaged in a presentation about the Dolly Parton Foundation's Imagination Library at the Kentucky Reading Association Conference (Louisville, KY). They teamed with staff from the Imagination Library and the National Center for Families Learning, as well as Pikeville University. CCLD will extend the work of getting books into the hands of young children by creating a series of short videos.

Imagination Library Kentucky Pilot Project

CCLD spent four years investigating and developing a plan to initiate a pilot project in Kentucky with Dolly Parton's Imagination Library. The project is based on the premise of children from birth up to age five receiving a book per month in their homes. The access to rich print is important in a child's emergent literacy and language development in these formative years. CCLD created a grant proposal that resulted in an award to implement the Imagination Library in a targeted area in southeastern Kentucky. The book dissemination project will be enhanced with videos created for the books that include strategies and resources for families to use with their children. The project also includes a research component that will explore the potential benefits and impact of the initiative. The longterm desire is to create a sustainable model that may be expanded to all areas of the state. The initiative began registrations in March, with over 4,000 children receiving books through the end of June.



Clockwise from top left: Book images represent the first and last books a child in the Imagination Library program receive; emergent literacy learners receive their first books at a registration event; school and community partnerships assist in CCLD's early childhood endeavors; collaborators for an early childhood and family engagement conference presentation representing Pikeville University/The Holler, CCLD, Imagination Library, and the National Center for Families Learning



Comprehensive Intervention Model

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. CIM 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.

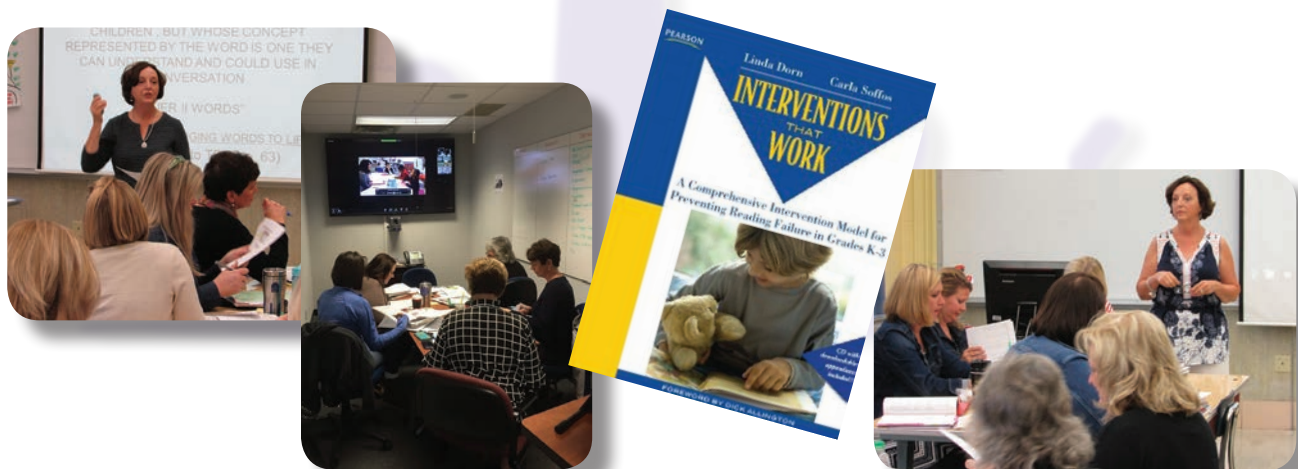
The CIM Intervention Portfolios provide teachers with structured predictable lesson components and established routines for daily instruction. Dr. Linda Dorn designed the framework to assist the CIM teachers in problem solving and decision making using data with selecting children's books, prompting for strategies, and teaching for independence and transfer. The CIM portfolio includes a collection of seven evidence-based interventions (Grades K-5) from Dr. Dorn's *Interventions that Work* series:

- Reading Recovery
- Guided Reading Plus Group
- Assisted writing – interactive writing group
- Assisted writing – writing aloud group
- Writing process group
- Comprehension Focus Group - genre units of study
- Comprehension Focus Group - content units of study

In March 2015, Dr. Dorn's latest professional book, *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement* (2015) with a chapter written by Drs. Amy Smith, Judy Embry, and George Hruby on "Comprehensive Intervention Model as a Systemic Design," was presented to the CIM Coaches in Lexington.

During 2015-2016 school year, Dr. Dorn presented at the Kentucky Reading Association (KRA) Conference (Louisville, KY) on "The Art of Intentional Teaching" to RR/CIM teachers, classroom teachers, and administrators. She also presented at the conference on "Teaching for Deep Comprehension." She focused on the use of text sets to promote integration and transfer of knowledge for different purposes and varied contexts. Dr. Judy Embry and Teacher Leader Marla Smith Gorski conducted a session on "The Comprehensive Intervention Model (CIM): An Effective Response to Intervention" focused on awareness of CIM and its systemic design for matching interventions to the strengths and needs of struggling literacy learners.

CIM small group intervention services were provided by 19 CIM Coaches and 338 CIM Specialists to primary children (K-3) in 255 schools within 80 school districts during the 2015-2016 school year. The goal for next school year (2016-2017) for the Reading Recovery University Training Center is to host a 15th year anniversary celebration at a statewide Reading Recovery/CIM conference.



Reading Recovery Teacher Leaders participate in multiple CIM training sessions, with Dr. Dorn's book as a foundation.



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 2015-2016 school year, intervention services were provided by 371 Reading Recovery teachers and 20 Reading Recovery Teacher Leaders to 3,086 first-grade children in 290 schools in 80 school districts. The number of students that reached the average reading range of their classrooms was 1,836. There were 552 students that were recommended for further instructional support. Dr. Marie Clay, the founder of Reading Recovery, stated, "If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn."

Advocacy

The Reading Recovery University Training Center (UTC) continues its endeavor with the Reading Recovery/Comprehensive Intervention Strategic Plan. The Statewide Strategic Plan includes growth in the four main areas of concentration: Comprehensive System of Interventions, Technology, Diversity of Funding, and Advocacy.



Judy Embry

During 2015-2016, as part of the Statewide Teacher Leaders Strategic Plan, the UTC educators advocate and support a large number of Behind-the-Glass observations for district personnel, parents, community leaders, classroom teachers, and legislators. Behind-the-Glass lessons were observed by Senators Reggie Thomas (Fayette County) and Max Wise (Taylor County), as well as Representative Terry Mills (Marion County).

In February 2016, the Reading Recovery UTC and statewide Teacher Leaders planned an advocacy day in Frankfort to visit 22 senators and 32 Representatives at the State Capitol. In March during Kentucky Literacy Celebration month, State Representative Sannie Overly (Bourbon County) sponsored a state House of Representatives Resolution to recognize the 15th year anniversary of the Reading Recovery UTC.



Lindy Harmon

Leadership

Kentucky is well represented at the national level in Reading Recovery and Comprehensive Intervention Model (CIM). Drs. Judy Embry and Lindy Harmon belong to the North American Trainers Group (NATG), which serves as the academic repository of Dr. Marie Clay's research in Reading Recovery. Dr. Embry continued service on the Research Committee, and Dr. Harmon remained on the Implementation Committee of NATG; she will continue in that capacity in the upcoming year. Dr. Harmon will become the President of the Reading Recovery Council of North America for 2016-2017. Dr. Embry presented at the Teacher Leader Institute (Kansas City, MO) and the Kentucky Reading Association (Louisville, KY) on Reading Recovery and CIM.

The University of Kentucky Reading Recovery UTC provides literacy leadership training to Teacher Leaders who then provide leadership training and support for their teachers. Across the Commonwealth, Reading Recovery Teacher Leaders and teachers are collaborating every day with classroom educators, specialist teachers, and administrators on literacy learning in their schools and districts. They are providing professional development on literacy, serving on Response to Intervention teams, presenting at state and national literacy conferences, supporting parental involvement activities, and collaborating with universities and school districts.



Susan Lewis

Technology

The University Training Center began using technology in the training of Teacher Leaders in Fall 2015. Through a blended model of campus based classes and distance classes, Teacher Leaders reduced the number of travel days to campus, learned to use various technology platforms, and maintained continuous contact throughout the yearlong course work. This pilot fulfilled the first step of the Reading Recovery UTC Strategic Plan to integrate technology into the training of Teacher Leaders and teachers. Our next step will be to conduct a pilot teacher training class utilizing technology.

Research

A new study of Reading Recovery, from the Consortium for Policy Research in Education at the University of Pennsylvania and the Center for Research on Education and Social Policy at the University of Delaware, found the program had a significant positive impact on students' reading achievement. The evaluation, conducted as part of a federal Investing in Innovation scale-up grant, analyzed reading performance for nearly 7,000 first grade students at more than 1,000 schools over four years. Students were randomly assigned to either the treatment group or a control group. The researchers looked at student performance on tests of reading comprehension and decoding in the Iowa Test of Basic Skills. They found that students in the treatment group significantly outperformed those in the control group for total reading. The growth rate for Reading Recovery participants was 131% of the national average growth rate for first graders. Additionally, the report sites evidence that all *Standards and Guidelines of Reading Recovery in the United States* were met, suggesting high fidelity to implementation. The following comments about teacher training were reported:

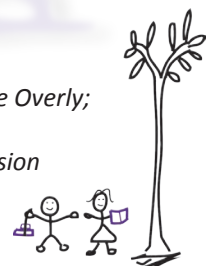
- training was intense, rigorous, and transformative
- Behind-the-Glass sessions were powerful exercises
- teachers valued the support of the Teacher Leaders

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

- Advances in Research on Reading Recovery [Special issue]. (2016). *Journal of Education for Students Placed at Risk*, 21(1).
- Allington, R. (2005). How much evidence is enough evidence? *The Journal of Reading Recovery*, 4(2), 8-11.
- Florida Center for Reading Research: Reading Recovery. (June 19, 2008). http://fcrr.org/FCRRReports/PDF/Reading_Recovery.pdf
- May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., Anderson-Clark, H., Schiera, A. J., Blackman, H., Gillespie, J. N., Cecile, S. (2014). An evaluation of the i3 scale-up of Reading Recovery. <http://readingrecovery.org/reading-recovery/research/effectiveness/i3-scale-up-evaluation>
- Reading Recovery Council of North America Review of Research. <http://readingrecovery.org/reading-recovery/research/reviews-of-research/usde-agency-reviews>
- Schwartz, R. M., Schmitt, M. C., & Lose, M. K. (2012). The effects of teacher-student ratio in response to intervention approaches. *The Elementary School Journal*, 112(4), 547-567.



Clockwise from top: Frankfort visit with Senator David Givens;
Reading Recovery (RR) House of Representatives Resolution on chamber floor with Representative Sannie Overly;
RR Teacher Leaders (TL) visit with Senator David Givens;
RR TLs and Teachers with Senator Reggie Thomas at Ashland Elementary for a Behind-the-Glass session



The Kentucky Reading Project (KRP) is a professional development initiative sponsored by the Collaborative Center for Literacy Development (CCLD) starting in 1998 with the passage of Senate Bill 186 by both houses of the Kentucky Legislature. Beginning its eighteenth year, KRP provides training in literacy instruction for K-5 public elementary teachers through each of the eight state universities. Literacy faculty at the universities serve as directors, assisted by teacher leaders who often participated in past training cadres. Participants receive three hours of graduate credit, a stipend, and professional materials and resources.

Family Literacy Evaluation

A data evaluation and report were conducted by CCLD's research team. The report provides information from two surveys: a pre-survey administered at the beginning of each 2015-2016 KRP summer institute and a post survey administered near the end of the KRP training year. These surveys focused on the impact of six hours of family literacy training, *Partnering with Families for Student Success*, designed and implemented by the National Center for Families Learning (NCFL). This day-long training was part of each KRP institute. Highlights of the evaluation include:

- An increase in teachers' communication with parents about their children's reading progress
- An increase in the frequency they use reading research in their classroom instruction
- Strong agreement that parents should be knowledgeable about the way their child learns to read
- Strong agreement that family backgrounds and experiences should be taken into account when making curricular decisions

Online Training Component

NCFL piloted an online data-sharing module, *Sharing Data with Parents!* at two KRP sites, Eastern Kentucky University and Morehead State University. The training provided information specifically on sharing data with parents and families. Participants were asked to post a free-write activity and a parent letter in which they shared achievement data pertaining to their child. An NCFL training specialist provided feedback offering suggestions and revisions if necessary. The following are comments made by teachers who participated in the online module:

"I think the most beneficial (aspect) was writing the sample letter and getting the reply. This will help me greatly in realizing what I should focus on and/or add to my parent letters."

"Remembering that parents have a right and a need to know about their child's educational progress. Whenever possible, discuss past and current data scores together, as a way of helping them track their child's progress. Data results will give them as well as myself a powerful way of checking whether students are working up to their full potential. Also finding what communication method works best for them."

"I would like to communicate more data with my parents personally rather than send generic forms home."



Cary Pappas



From left to right: KRP cadres at Kentucky State University, Northern Kentucky University, Murray State University, and Western Kentucky University

Outreach

In a continuing effort to make KRP accessible to all teachers who wish to participate and in response to districts who want all teachers in their schools to participate, two universities moved their KRPs to off-campus locations. Murray State University relocated KRP to its regional campus in Paducah (McCracken County), and Morehead State University held its KRP at an elementary school in Greenup (Greenup County).

Other Highlights

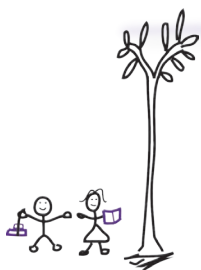
- Western Kentucky University participants visited a juvenile detention center to learn about the literacy needs of the young people housed there. They were able to have conversations with both students and their teachers at the center.
- The University of Louisville KRP and Kentucky Writing Project cadres engaged with Marie Bradby, a former journalist and children's author who lives in Louisville. She explored the craft of writing historical fiction with the teachers.
- The Share Fair, a literacy-focused professional development that is unique in the state, is the culminating event for KRP and the Adolescent Literacy Project participants. Educators from grade levels K-12 share the successes and challenges of implementing Literacy Action Plans which they create in their classrooms. Kentucky poet laureate George Ella Lyon was the keynote speaker at the event.



Clockwise from top: KRP cadres at University of Louisville, Morehead State University (with NCFL), University of Kentucky, and Eastern Kentucky University

More SMART Books Event

In November, a *More SMART Books* workshop was held at Cochran Elementary (Louisville, KY) for 24 public school teachers. Both math and English Language Arts teachers in grades K-8 were selected to participate, representing geographically diverse areas of the state. The professional learning experience was a collaboration among the Kentucky Center for Mathematics, CCLD, the University of Louisville, Eastern Kentucky University, and Kansas State University. Math and literacy faculty as well as staff from these entities planned and implemented the workshop focused on guiding teachers to look at children's and young adult's literature through a mathematical lens. Using literature that was provided during the day and a half training, participants collaborated to plan lessons that integrated literature and mathematics. During and after the event, teachers finalized and uploaded the lessons to the *More SMART Books* website. The intention of the project is to expand this repository of lessons and make them available to a wide range of teachers.



From left: Participants look through their "mathematical lens"; More SMART Books workshop at Cochran Elementary (Louisville, KY)

The Kentucky Read to Achieve (RTA) program was created by the General Assembly in 2005 to support schools in implementing a reading diagnostic and intervention program for struggling readers in the primary grades. The Collaborative Center for Literacy Development 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.

The 2014-2015 evaluation focused on implementation and student achievement in RTA programs across the state. The study included three components: (a) survey data gathered from RTA teachers, administrators, and classroom teachers; (b) observations and interviews at nine “high performing” RTA schools; and (c) student achievement data from fall and spring scores on Measures of Academic Progress (MAP reading) for some of the schools. A challenge in the RTA evaluation process is that all schools do not use a common measure of progress.



Jo Davis

- RTA schools reported using one or more of 32 different assessments to screen and progress monitor RTA students.
- MAP is the most frequently used measure of progress (58% of schools) and was used to look at student achievement in this evaluation.

Changes in the RTA Grant Program

This year’s evaluation highlighted significant changes in the RTA grant program. Prior to the 2014-2015 academic year, all Kentucky primary schools were given the opportunity to apply for a new three year Read to Achieve grant.

- In all, 321 schools received the RTA grant this year with 63 new RTA schools.
- One-third of RTA intervention teachers were new to the RTA program.



Gail Clark

Another significant change in the RTA grant program was the narrowing of reading intervention program choices to just four (Early Intervention in Reading, Reading Recovery, Comprehensive Intervention Model, and Reading Mastery for ELL students) that met *What Works Clearinghouse* research standards criteria with reservations for effectiveness. RTA schools agreed to use one or more of these programs to serve intervention students in the primary grades.

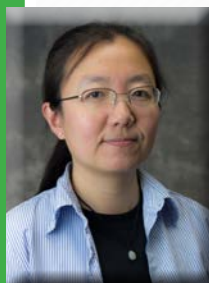
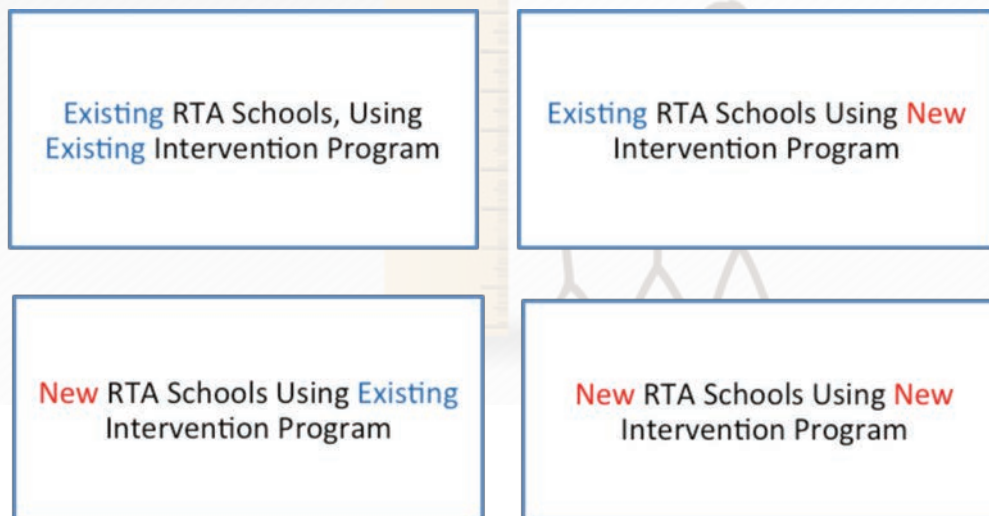
- Percentage of intervention program use reported by RTA teachers in Fall 2014-2015
 - Reading Recovery: 73.1%
 - Comprehensive Intervention Model: 47.8%
 - Early Intervention in Reading: 23.1%
 - Reading Mastery: 2.2%
- Some schools still using non-grant approved interventions



Letao Sun

Figure 1 delineates the four categories of RTA schools implementation with new schools and new intervention programs.

Figure 1. Changes in the Statewide Implementation of the RTA Grant Program

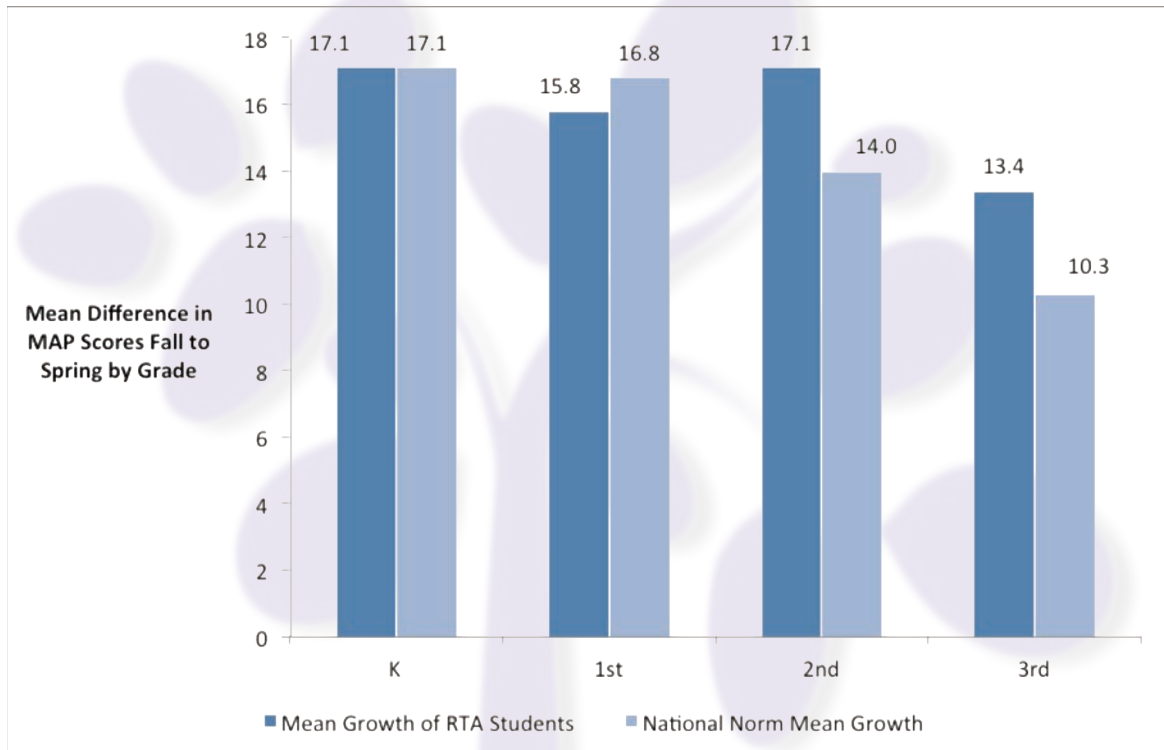


Xiaoliang Qi

Key Findings

- RTA student achievement results:
 - RTA students' MAP reading scores were significantly higher at spring administration compared to fall administration.
 - Mean reading growth for second and third grade RTA students was statistically significantly greater than the average predicted growth that would be expected for second and third grade students, $t(1539) = 10.95$, $p < .0001$ and $t(981) = 9.27$, $p < .0001$, respectively (see Figure 2). This growth pattern would be expected since students beginning the school year at lower reading levels than average typically improve across the year.
 - These scores indicate RTA students in second and third grade are making gains and closing the achievement gap.
 - Students in Kindergarten and first grade are showing growth in reading across the school year, but this growth is more comparable to the national norms of the average Kindergarten and first grade student.

Figure 2. RTA Student Fall to Spring Growth on MAP Compared to National Norms (2015)



- Implementation Findings:
 - 99.3% of RTA schools report having a formally identified literacy/RTA team
 - 33% of these teams are led by the RTA teacher
 - Top performing schools report frequent informal collaboration between RTA teachers and classroom teachers
 - Despite a general satisfaction with RTA teachers, about one-fifth of RTA administrators did not strongly endorse statements related to RTA teacher leadership within the school
 - Average student caseload per RTA teacher was 33 students
 - 74% of RTA teachers felt that, on average, an additional 23 students at their school could benefit from the RTA intervention

Recommendations

- Focus on RTA program implementation to address variability of fidelity
- Expand the RTA program at RTA schools
- Consider the use of a universal literacy assessment of RTA students
- Explore program factors related to student outcomes such as collaboration and RTA teacher experience



Adolescent Literacy Project

The Adolescent Literacy Project (ALP) provides high caliber, intensive literacy professional development for secondary teachers. The site-specific cohorts for middle and high school literacy teacher professional development allow each university to address the specific needs of its service region with the resources and expertise it has available to advance the Kentucky Academic Standards (KAS) on behalf of College and Career Readiness. This yearlong course offers a stipend or graduate credit as well as professional books and resources for teachers that participate. ALP is taught by university faculty and offers secondary literacy education improvement plan guidance to schools. ALP costs nothing for districts and schools to participate.

ALP had over 70 middle and high school educators and administrators participate in 2015-2016. Despite budgetary cutbacks, ALP had cadres with Northern Kentucky University (NKU), Eastern Kentucky University (EKU), and Murray State University (MuSU). Western Kentucky University (WKU) combined with the University of Louisville's (U of L) program in preparation for a stand-alone cadre in 2016-2017. ALP had representation from 36 schools in 23 districts across the Commonwealth. Work continued on building a pilot project for 2016-2017 with the Department of Juvenile Justice, and Morehead State University (MSU) conducted an ALP alumni follow up workshop.

Summer Academies

The 2015-2016 ALP cadres of teachers representing all content areas met during summer academies in June and July. Topics of study continue to be teacher driven. This year saw a large demand across the Commonwealth on writing techniques including writing across the content areas, writing to learn, argumentative, and expository writing. Participants developed literacy action plans to apply during their school year. In addition to virtual contact throughout the school year, participants met with university faculty periodically for additional follow-up, co-teaching, and mentoring.

EKU's Summer Academy welcomed several guest presenters. Dr. Ginni Fair (EKU) presented about the Professional Growth and Effectiveness System, and Kelly Philbeck (Kentucky Department of Education) shared resources available through the Literacy Design Collaborative. A new area of study during the summer of 2015 centered on using quality nonfiction as a springboard to multimodal lessons.

U of L's cadre, including representatives from WKU, utilized the Kentucky Writing Project's mini-tasks to expand content area argumentative writing techniques. NKU's topics included vocabulary, engagement, comprehension, and numerous writing strategies. NKU continued its daily Silent Sustained Reading time to emphasize the importance of time with text.

MSU invited past participants to a follow-up workshop using graphic novels and multimedia in their instruction. Sessions included using literature circles modified for movies and how text features tell stories in graphic novels. All lessons were connected to KAS.

ALP Highlights

In addition to their summer academy, the MuSU cadre participants persuaded their principals to expand ALP schoolwide by bringing after-school sessions directly to their schools. Several ALP teachers assisted MuSU Director Dr. Debbie Bell in conducting workshops in Marshall County and Livingston County high schools based on strategies learned during their summer academy.



Erin Wobbekind



EKU cadre participants

MSU co-director, Rebecca Roach, and Pike County teacher, Claire West, presented at the annual Kentucky Reading Association Conference about their work with graphic novels. Focusing on the Civil Rights Movement, they presented strategies and outcomes from the classroom as a result of ALP. Ms. West also presented to the Kentucky House Standing Committee in January to stress the importance of continued ALP funding.

ALP's yearlong professional development culminated with the annual Collaborative Center for Literacy Development (CCLD) Share Fair. Held in April in Lexington, the Share Fair is the state's only K-12 literacy event with over 150 educators participating. Through poster sessions and roundtable discussions, educators shared successes, challenges, data, and outcomes in their literacy instruction that resulted directly from their participation in ALP. Kentucky poet laureate George Ella Lyon was the keynote speaker at the event.

NKU cadre participants



U of L cadre participants

MuSU cadre participants



Department of Juvenile Justice

CCLD continued its work with the Kentucky Department of Juvenile Justice (DJJ). Three pilot locations and universities were chosen to begin implementation in the upcoming 2016-2017 year. U of L, WKU and NKU will work with the educators of Day Treatment and Detention Centers in their regions to conduct teacher directed, intensive professional development on various disciplinary literacy topics.



Kentucky Adult Education

The Collaborative Center for Literacy Development (CCLD) is contracted by Kentucky Adult Education (KYAE) to improve teacher quality in reading and writing instruction through high quality professional development. CCLD believes that high quality teacher education will contribute to the increased learning gains of adult literacy students.

Professional development created by CCLD offers practical application of instructional knowledge and skills that adult education teachers may transfer to the workplace in order to advance students in reading, language, and writing ability. CCLD bases its work on the latest research and best practices in the field of literacy and adult education as well as needs assessment results gathered from KYAE and professional development evaluations.

CCLD adult education served 367 educators from 81 counties across the state of Kentucky. Instructors, who serve students at all levels of learning in the content areas of Reasoning through the Language Arts (the newly adopted terminology for English Language Arts in adult education), social studies, science, and mathematics participated in the learning events.

CCLD offered the following opportunities to assist instructors in preparing students to demonstrate the key shifts in the College and Career Readiness Standards and achieve on the GED test:

- *Engaging Students in Close Reading and Evidence-Based Writing in Reasoning Institutes* through the language arts, social studies, and science, a 27 ½-hours blended course which involved an online, face-to-face, on-the-job application, and reflection format
- Three online courses in close reading and evidence-based writing in each of the content areas of reasoning through the language arts, social studies, and science
- An online course *Engaging Students in the Learning Process* focused on providing students with critical thinking skills and self-regulation skills teaching not just what to learn, but how to learn
- Pilot workshops in *Implementing the Three Key Shift in the College and Career Readiness Standards for English Language Arts*

CCLD facilitators and coaches also offered instructional assistance visits to programs across the state, which included instructors from all content areas and grade levels.



Dawn Hanzel



Debbie Thurmond



CCLD adult education instructional events across the state

Collaborative Center for Literacy Development (CCLD)

2015-2016 Budget

CCLD General Budget

Academic Professional Development and Initiative Development	\$72,564
Administrative Costs	41,000
Adolescent Literacy Project	207,907
CCLD Research	152,963
Clearinghouse & Communications	97,790
Kentucky Reading Project* Funding Support for Eight Universities at Multiple Sites	624,298
National Center for Families Learning	41,267
Personnel Support*	382,166
Physical Operations	<u>103,712</u>
Total CCLD General Budget	\$1,723,667

Total Reading Recovery General Budget **\$1,608,423**

CCLD Grant Funded Initiatives

Imagination Library Project Grant (Kentucky Governor's Office)	\$265,938
Kentucky Adult Educators (KYAE) Grant	307,427
Total CCLD Grant Initiative Funding	<u>\$573,365</u>

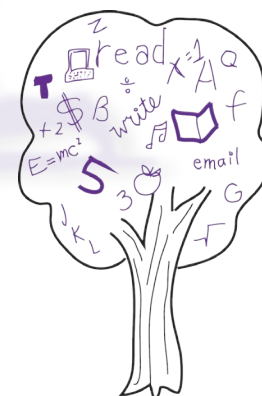
TOTAL CCLD 2015-2016 FUNDING **\$3,905,455**

(Does not include encumbrances or late funding)

** Denotes budget line items that reflect new University of Kentucky College of Education budgetary reporting procedures.*



Paul Brown



www.kentuckyliteracy.org



Serving Kentucky educators in literacy since 1998.



CCLD is housed and operated by the University of Kentucky College of Education