

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/Foundations	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

Family of Collaborating Partners



20 Years of Literacy Improvement in Kentucky

The Collaborative Center for Literacy Development (CCLD) is committed to advancing students' literacy achievement; we believe it is the most important work anyone could do. We are proud of what we have accomplished in two decades of serving the Commonwealth. In these pages you will find numerous examples of our efforts.



George Hruby

For those who are new to Kentucky's literacy education success, I will begin by briefly describing what CCLD does and why we do it. Then I will review what we have learned is effective (what works), and how we know it. Finally, I would like to address a common misunderstanding about student change so we can better improve students' literacy achievement in the future.

What We Do

CCLD was created, funded, and written into regulatory statute by the Kentucky General Assembly in 1998. Our original (and still core) mission is to rely on the literacy faculty at all 8 of Kentucky's state universities to provide high-quality teacher professional development in research-based instructional practices for the improvement of students' reading and writing ability, early childhood through adulthood. Our Kentucky Reading Project, and Adolescent Literacy Project, are examples of this.

The following year, we added another mission: to provide the best available research-supported diagnosis and intervention trainings for reading specialists to help them assist early readers who struggle to keep up with their peers. Our Reading Recovery and Comprehensive Intervention Model are examples of this. We also support other programs and dyslexia intervention initiatives.

In 2007, the legislature added another mission: to provide scientific research and evaluation of reading programs in Kentucky, as well as research-based literacy advisories for teachers, agencies, districts, schools, and private sector operations. Our web-based Research and Resource Repository and our annual Read To Achieve evaluation reports are examples of this.

Implicit across these three missions is a fourth mission: to provide a platform for high-quality collaboration among multiple partners, public and private, from the leadership hallways of Frankfort to the loving families and supportive communities across the Commonwealth. Our partnering with the National Center for Families Learning, the Department of Local Government for the Imagination Library project, and work with Kentucky Educational Development Corporation and the Center for Teaching and Learning are examples of this.

Why We Do It the Way We Do

For 20 years, CCLD has demonstrated that certain approaches are more effective than others when it comes to supporting students' literacy development. This experience informs core tenets central to our operations. We therefore do our best to accentuate the value of strong teachers, strong collaborations, and strong community support.

CCLD Statewide Responsibilities:

- Quality Classroom Teacher PD for Improved Literacy Instruction
- Quality Reading Diagnostic and Intervention Services Trainings
- Quality Research and Program Evaluation Services
- Quality Collaborative Public-Private Networking

To give some examples, in our classroom teacher professional development (PD) for superior reading instruction, we have found for the value of relying on scientifically demonstrated research findings over looser claims of "evidence" from well-meaning sources who lack any scientific research evidence for their advice. The latter sound good, and are easy to convey, but they usually do not improve teachers' teaching.

To bring research findings to the classroom, we have found it imperative to rely on postsecondary literacy education faculty: no one is more knowledgeable about the research and how to apply it to classroom teaching than they.

To ensure that teacher professional development actually changes what teachers do, we have found it crucial that it is of sufficient duration and intensity. And we have found PD is best focused on what the teachers themselves identify as their most vexing challenges: no one knows better what a teacher needs to work on, in her own practice or in her students' learning, than the teacher herself.

Our Success

When CCLD was first created in 1998, Kentucky's student literacy achievement, as tracked by the US Department of Education's National Assessment of Educational Progress (NAEP), had been significantly below the US average. Indeed, back in the 1980s Kentucky had been second from the bottom in the nation.

After a statewide rousing initiated by the Kentucky Educational Reform Act (KERA), reading scores began slowly to improve. During

the 1990s, pilot studies at the University of Kentucky demonstrated effective ways to operationalize KERA's literacy goals, and CCLD was created to give these ideas greater definition and instructional scale-up.

Four years later, Kentucky broke above NAEP's nationwide average score for 4th grade reading. Kentucky's 4th and 8th grade NAEP reading scores continued to grow thereafter, and in 2015 Kentucky was among the top 8 states in the US for 4th grade reading, with 40% of our readers at proficient or above.

Given the correlation of poverty with poor school effects, and Kentucky's high poverty rate, this success is truly impressive. We have demonstrated that poverty is not destiny when instructional expertise is focused on improving student performance.

Legislators can give themselves, our faculty, our teachers, our students, and their families the credit they deserve for this success. As I noted in a recent column in the *Journal of Adolescent and Adult Literacy*, Kentucky legislators are good people helping others to do good things. We thank them sincerely.

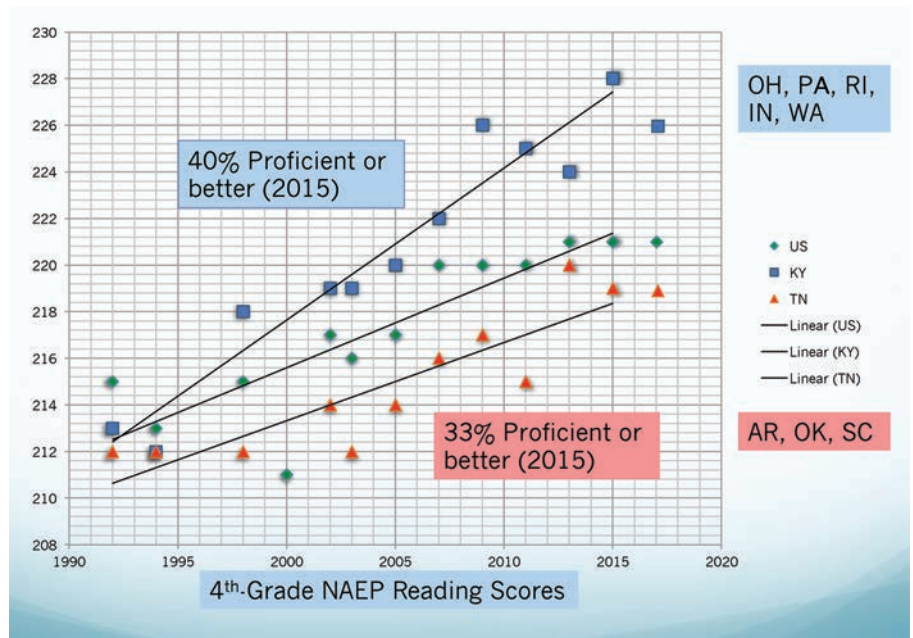


Figure 1. Growth of Reading in Kentucky

Last autumn, the 2017 NAEP scores were released, and Kentucky's scores took a slight drop. Some expressed strong concern, as if the drop were evidence of failure. But the 4th grade score drop in 2017 was only half the improvement of the preceding measurement year. Two steps forward, one back. Placing things in long-term perspective provides a clearer picture (see accompanying chart). Two scores does not make for a trend. Slow and steady wins the race.

Good Literacy Cuts Through the Fog

Let me wrap up with a clarification of a common misunderstanding about literacy improvement. At CCLD, we use the term professional development. Some people are uncomfortable with the word development, preferring the word learning instead, as in "teacher learning." I imagine they have principled reasons, but so do we.

Learning is something that happens quickly and easily. If I tell you my dog's name is Biscuit and he needs training, you just learned something. But your dog training abilities, if you have any (I apparently do not) have not been changed as a result. To change or improve ability requires development. It takes time, support, practice, some trial and error, and good feedback.

Developing the ability to read well, or to teach reading well, is like developing the strength and coordination required to play a sport well, or a musical instrument, or skilled carpentry, or good cooking. If we want to support developmental change in students on behalf of better reading, writing, and language use, we will need to also change teachers' instructional skills and abilities to make them more effective.

CCLD's professional development programs, such as the Kentucky Reading Project or Reading Recovery training, support teachers and interventionists so that they develop better instructional skills and problem-solving abilities. We have found that extended systematic training that changes teachers' abilities is what makes a positive difference. That's what we mean by quality professional development.

There are other confusions I wish I had time to address: that reading development does not end in third grade, but is ongoing across the grades and throughout life; that percentile scores are not the percentage of right answers on a test; that proficient does not mean learning "at grade level," but "above grade level"; or that not being ready to learn the first week of Kindergarten is not evidence of disability. These and other mistaken ideas crop up often in my conversations with well-meaning citizens and leaders. Perhaps in the next 20 years, CCLD can clear them up.

Onward, oh mighty champions of reading!

Sincerely,

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

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.



Keith Lyons



Zac Combs

- *CCLD Celebrates 20th Anniversary Milestone.* Achieving a 20th anniversary is a major accomplishment as a literacy center and not-for-profit educational organization. CCLD entered its 20th year of service in the 2017-2018 fiscal year. Marking the momentous occasion, the Kentucky Senate recognized CCLD during the spring General Assembly through a Senate resolution. CCLD looks forward to many more years of serving the Commonwealth and supporting its educators.

- *CCLD Provides Website and Video Series.* The CCLD website provides resources for educators, administrators, and policy makers. It received a complete redesign with an official launch in April 2018 to coincide with the 20th year celebration. The new website provides an improved interface for users to access literacy resources and information. The redesign of the webpages for the "In Their Own Words: Reflections and Interviews from Experts in Literacy" and Imagination Library video series allows visitors to easily view these resources.

- *CCLD Promotes 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 Enhances a National Book Dissemination Project.* The Dolly Parton Imagination Library Project has served children birth to age five for over 20 years. Over the past three years, CCLD has engaged in a unique endeavor that supplements the book dissemination with videos produced around each book that support emergent literacy and oral language development for early learners and their families. The CCLD pilot project has garnered national and international recognition.

- *CCLD Joins in Civic Activities with Book Donations and Literacy Initiatives.* CCLD's partnership with the Arby's Cooperative and Foundation through the Feed the Mind event has been a productive endeavor for several years. The event's culminating activity for the year transpired at the 2017 Kentucky Reading Association Conference, where 18 elementary schools were awarded \$1,600 each for their school libraries. In April 2018, Kentucky Lieutenant Governor Jenean Hampton opened the annual CCLD Share Fair by addressing the myriad of educators and sharing her "Bluegrass Book Buddies" (KYB3) initiative. KYB3 is an initiative to promote reading in a meaningful community and shared experience. (#BluegrassBookBuddies or #KYB3)

- *CCLD Supports Educators.* CCLD's commitment to supporting educators through quality professional development initiatives has been a mainstay for 20 years. CCLD supports the keynote speakers, authors, and sessions of the annual Kentucky Reading Association conference. The annual CCLD Share Fair was held in April 2018 with over 500 participants. The unique PreK-12 event provided the opportunity for CCLD initiative participants to present their yearlong action research projects, as well as network with one another. Laura Robb provided the celebratory luncheon keynote; she also conducted a writing workshop the prior evening. CCLD also organized the second Literacy Summer Institute in June 2018 through a grant partnership with the Kentucky Educational Development Corporation (KEDC); the first was hosted in June 2017 at Morehead State University. The conference-type event targeted early childhood through adolescent educators and administrators. Renowned writing expert Amy VanDerwater served as the keynote. The LINK insitute is a part of KEDC's Literacy Innovations for Neighborhoods in Kentucky (LINK) endeavor through their federal Innovative Approaches to Literacy grant. A third iteration will be held in late June 2019 in Lexington.



CCLD Staff with
Senators Reginald Thomas and Robert Stivers

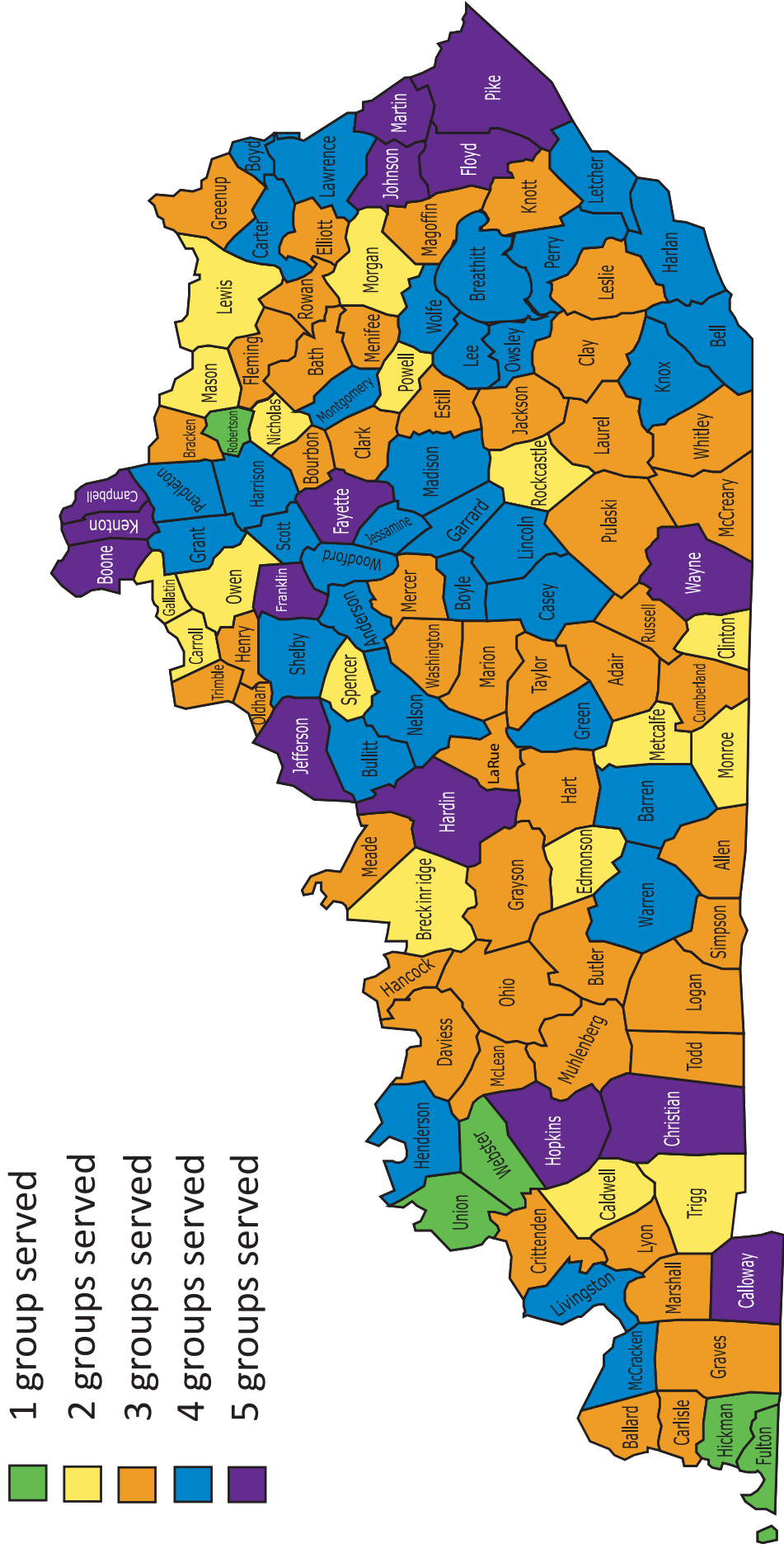


Lt. Governor Jenean
Hampton with CCLD
Executive Director
Dr. George Hruby

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.

CCLD Presence in 2017-2018 by Group Served

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



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 and families. 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

Throughout the previous academic year, CCLD hosted multiple meetings with a wide range of stakeholders to design an early childhood professional development initiative, similar to the Kentucky Reading Project (KRP) and the Adolescent Literacy Project (ALP). Representatives from regional education cooperatives, literacy faculty in higher education, and early childhood literacy specialists discussed goals and developed a framework for this work. The result was a yearlong pilot initiative that follows the KRP and ALP models through an intensive summer institute and follow-up visits during the 2017-2018 academic year. The target audience was early childhood education professionals and paraprofessionals who work with young children ages birth to five at the Walker Early Learning Center (Wayne County) and the Memorial Education Center (Pulaski County). This first cadre included 22 participants, who concluded their work by presenting their Learning Action Plans at the statewide CCLD annual Share Fair in April.



Imagination Library Kentucky Pilot Project

CCLD spent four years investigating and developing a plan to initiate a pilot project focused primarily in southeastern 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. Access to rich print is important in a child's emergent literacy and language development in these formative years. The book dissemination project is being enhanced with videos created around the books that include strategies and resources for families to use with their children. The target audiences for these videos are children and their families. Each video includes literacy tips and strategies for families to engage in together as they read books received through the initiative. These innovative videos have received positive acclaim and have been viewed nationwide. A research component is being developed that will explore the potential benefits and impact of the initiative. The long-term desire is to create a sustainable model that may be expanded to all areas of the state. The pilot initiative began in March 2016, with nearly 10,000 children receiving 99,623 books through the end of June 2018. The KY Pilot Project videos may be found at: www.kentuckyliteracy.org/imagination-library.

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.

Future Expansions

The Kentucky Department of Education (KDE) received a federal Striving Readers grant in late 2017. As a part of the state's comprehensive literacy focus for learners birth through 12th grade, several KDE-approved professional development initiatives were listed for awarded districts to choose. Besides CCLD's hallmark Kentucky Reading Project, both of CCLD's early childhood initiatives were included in the offerings - the Early Childhood Kentucky Reading Project (henceforth named the Early Language and Literacy Project) and the Imagination Library Kentucky Project. With KDE's permission, the two endeavors have been combined into a unique initiative offering for the grant, utilizing the professional development delivery model and the book dissemination efforts to support educators, community partners, and families in early language and literacy development. The state's Striving Readers Comprehensive Literacy grant was awarded to 45 school districts across the state, with the multi-year grant work officially commencing July 2018.



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 (University of Arkansas-Little Rock) 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

During the 2017-2018 school year, the CIM small group intervention services were provided by 15 CIM Coaches and 238 CIM Specialists to primary children (K-3) in 191 schools within 66 school districts. The goal for the CIM University Training Center is to host a statewide Comprehensive Intervention Model (CIM) Institute with Dr. Linda Dorn on the revised version of *Interventions That Work* in Spring 2019. The University Training Center will train six new CIM Coaches in 2018-2019 that have completed their Reading Recovery Teacher Leader Training in 2017-2018.



*Drs. Judy Embry and Lindy Harmon
with six new CIM Coaches*



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 2017-2018 school year, intervention services were provided by 347 Reading Recovery teachers and 15 Reading Recovery Teacher Leaders to 2,795 first-grade children in 265 schools within 86 school districts. The number of students that reached the average range of their classrooms was 1,554. There were 539 students that were recommended for further instructional support. Dr. Marie Clay, 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 (CIM) Strategic Plan. The Statewide Strategic Plan includes growth in three main areas of concentration: Outreach, Expanding access to the Comprehensive Intervention Model, and Expanding access to Reading Recovery & Literacy Lessons.



Judy Embry

During 2017-2018, as part of the Statewide Teacher Leaders' Strategic Plan, Reading Recovery UTC educators advocated and supported a large number of Behind the Glass observations for district personnel, parents, community leaders, classroom teachers, legislators, and civic group leaders. Behind the Glass lessons were observed by State House Representatives Myron Dossett (Christian & Hopkins), Brandon Reed (Green, LaRue & Marion), and Bart Rowland (Hardin, Hart, Metcalfe & Monroe), and State Senator Stephen Meredith (Breckinridge, Edmonson, Grayson, Hart, LaRue & Meade).

In March, the Reading Recovery trainers and Statewide Teacher Leaders planned an advocacy day in Frankfort to visit 32 House Representatives and 19 Senators at the State Capitol. A reflection from the Teacher Leaders at the Kentucky Valley Education Consortium: "The strength and longevity of Reading Recovery is rooted in the voices of all who witness and experience the success within each struggling child."



Lindy Harmon

Leadership

Kentucky is well represented at the national level in Reading Recovery and the Comprehensive Intervention Model (CIM). Drs. Judy Embry and Lindy Harmon belong to the North America Trainer's Group (NATG), which serves as the academic repository of Dr. Marie Clay's research in Reading Recovery. Dr. Embry continued service on the Executive Committee, and Dr. Harmon continued service on the Implementation Committee. Dr. Embry is currently the President of the North America Trainer's Group representing Canada and the United States. During 2017-2018, Dr. Harmon served as Past President of the Reading Recovery Council of North America (RRCNA). Drs. Embry and Harmon continue to hold positions on the RRCNA Board of Directors.



Debbie Thurmond

The University of Kentucky's Reading Recovery UTC provides literacy leadership training to Teacher Leaders who then provide leadership training and support for their Reading Recovery teachers. Drs. Embry and Harmon also attended and assisted at the national level with the National Reading Recovery Conference in Columbus, Ohio and the Reading Recovery Teacher Leader Institute in Louisville, Kentucky.



*RR Teacher Leaders at
Teacher Leader Institute*

Literacy Lessons®

The University Training Center has been implementing Literacy Lessons as a professional learning model for Special Education and English Language Learner teachers, an intervention model for their students and collaboration with Reading Recovery. Specialist teachers train alongside the teachers in a Reading Recovery class and have found that both groups are learning from one another. Several Literacy Lessons teachers across the state and continue to see tremendous success with both our teachers and their students.

Technology

The University Training Center continues to utilize technology in the training of Teacher Leaders. During the 2017-2018 academic year, Drs. Harmon and Embry used the Zoom platform to train six additional Teacher Leaders across the state. The use of a blended model of both campus-based and distance classes allowed the Teacher Leaders to reduce the number of travel days to campus, learn to use various technology platforms and maintain continuous contact throughout the yearlong course work. This continues to fulfill an important component of the Reading Recovery UTC Strategic Plan to integrate technology into the training of Teacher Leaders and teachers. Also in Fall 2017, Kentucky Teacher Leaders began piloting the use of technology with additional school visits in the training of Reading Recovery teachers. In addition, all Kentucky Teacher Leaders use the Zoom platform to participate in professional development for the Comprehensive Intervention Model.

Research

The final report on the i3 Scale Up Evaluation 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 that Reading Recovery had a significant positive impact on students' reading achievement. The report revealed medium to large impacts across all outcome measures with effect sizes at the end of 12- to 20-weeks of treatment ranging between 0.30 and 0.42 standard deviations. As cited in the report, "the growth rate we observed in students who participated in Reading Recovery over approximately a five-month period was 131 percent of the national average rate for 1st-grade students. Moreover, these results were similar in two subgroups of interest to the i3 program: English Language Learners and students in rural schools." (p. 3)

<http://readingrecovery.org/reading-recovery/research/effectiveness/i3-scale-up-evaluation>

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.



Reading Recovery UTC Teacher Leader graduation and retirement celebration

Reading Recovery as literacy advocates at the State Capitol



Kentucky Reading Project

Senate Bill 186, passed in 1998 by the Kentucky State Legislature, created the Collaborative Center for Literacy Development (CCLD). The Kentucky Reading Project (KRP) is one of the initial professional development initiatives of CCLD. Now beginning its twentieth year, KRP provides training through each of the eight state universities for K-5 public elementary teachers. Participants receive three hours of graduate credit, a stipend, and professional materials and resources. University literacy faculty serve as directors at each site, assisted by teacher leaders who are often alumni from past training cadres. There is no cost to schools or districts to participate in KRP.

The 2017-2018 cadre included 119 teachers representing 58 schools from 35 districts across the state. Although the precise framework of KRP may vary somewhat among the eight state university service regions, it typically involves a full-day, two-week summer institute that provides teachers with evidence-based best practices, high-quality tools and materials, and instructional problem-solving skills. The KRP model's framework foundation is built on a specific set of teaching and learning objectives, as referenced in Figure 1. During the summer institute, teachers work together to design Literacy Action Plans (LAPs), which are classroom implementations for their students' most critical literacy needs. Teachers carry these out through the following academic year. Literacy faculty make coaching visits to the teachers' classrooms. Professional learning communities develop during the summer institutes and continue over the year through the four follow-up sessions and professional listservs. This year of implementation and deeper learning culminates with a presentation of teachers' results at a statewide spring Share Fair.

Highlights

- The National Center for Families Learning (NCFL), based in Louisville, provides a day of training for KRP participants in family engagement in literacy. Surveys administered by CCLD show improved practices and attitudes about working with families to improve reading achievement. Teachers are also increasing specific ways they communicate with parents/families about their child's reading progress.
- Over 500 teachers attended the CCLD Literacy Share Fair, held in Louisville on April 21, 2018. All teachers who participated in either KRP or KRP4RTA at the nine university sites showcased the outcomes of their yearlong study of literacy instruction by presenting at a roundtable session. Laura Robb, nationally acclaimed author, teacher, and speaker, spoke to the assembled teachers about what best practices look like in day-to-day teaching.

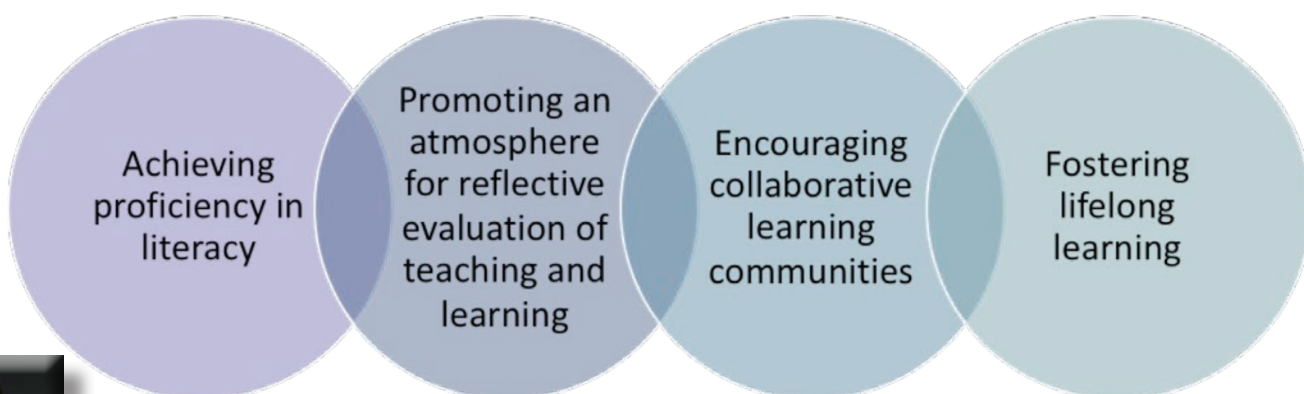


Figure 1: KRP Objectives



Cary Pappas

KRP4RTA (Read to Achieve)

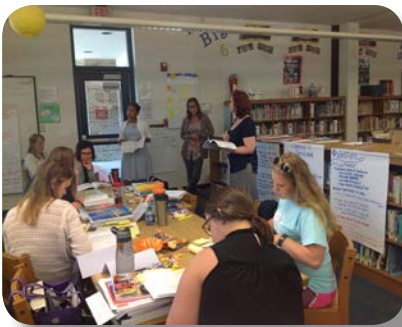
Framework

Based on its popularity and its demonstrated success at improving students' literacy achievement, the Kentucky Department of Education selected KRP as the literacy training offered to one K-3 teacher in the each school receiving a Read to Achieve (RTA) grant for each of the four years in the grant cycle. Typically, with KRP, teachers apply and are chosen through a competitive selection process. In this form of KRP required by the RTA grant, called KRP4RTA, the school principal recommends a primary classroom teacher to serve as the +1 teacher. Principals are encouraged to select teachers who have a proven record of accomplishment of effective classroom instruction and are eager to participate. The +1 teacher is a member of the RTA school reading team along with the RTA intervention teacher and the principal. These +1 teachers will develop Literacy Action Plans for their classrooms that will serve as models for other teachers in their school. In this way, KRP4RTA is building capacity in the school and developing literacy leaders for the future, in much the same way that KRP does.

In the first year of the RTA grant implementation, teachers from 296 schools participated from 107 districts in Kentucky. Teachers attended a summer institute, follow-up days, and the culminating event, the Share Fair, over the course of the yearlong training. The KRP4RTA training focused on the same core concepts and comprehensive approach to literacy as KRP. However, in accordance with requirements set forth by KDE, KRP4RTA did not offer graduate credit to teachers.

Highlights

As with KRP, NCFL provided a day of training in family engagement in literacy for the KRP4RTA participants. KRP4RTA teachers also participated in the Share Fair, with presentations of teachers' results of the implementation of their Literacy Action Plans in their classrooms.



KRP cadres from across the state

The Collaborative Center for Literacy Development's (CCLD) Research Office conducts research on literacy improvement programs and methods, as well as compiles research reviews and whitepapers that inform literacy education policy and practice. Over the years, the Research Office has facilitated and conducted a variety of literacy studies including the development of the Culturally Responsive Instruction Observation Protocol (CRIOP), evaluations of Kentucky's Striving Readers program (cohorts I and II), and annually reviews the Read to Achieve intervention program. CCLD's Research Office also has been responsible for the development of an online repository of reading intervention resources. Research results are disseminated through reports, journal articles, and presentations. In addition, the Research Office works closely with CCLD's professional development initiatives providing evaluative assessments that guide and inform training curriculum and instruction.

Read to Achieve Evaluation

The Read to Achieve Grant program (RTA) was created by the Kentucky General Assembly in 2005 to support schools in implementing a reading diagnostic and intervention program for struggling readers in the primary grades. 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. The 2016-2017 KY RTA Grant program evaluation was conducted in collaboration with the Evaluation Center at the University of Kentucky. The purpose of this evaluation was to determine the overall functionality of the program and its impact on participants' literacy skills.

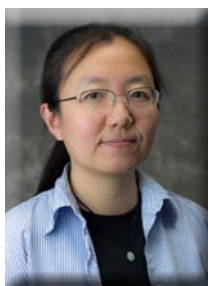
Summary of Key Findings

- **RTA Programs**

- In 2016-2017, over 11,000 students from 320 elementary schools, representing approximately 46% of elementary schools and nearly 70% of the counties in the Commonwealth, were provided some form of targeted literacy interventions through the RTA program (Figure 1).
- Classroom teachers and administrators reported finding value in the expertise of the RTA teachers and the program's benefits to their struggling readers. In addition, RTA teachers most frequently cited the benefits to their struggling readers, the high-quality instruction, and the support for classroom teachers.
- In regards to the 2015-2016 desk audit – a self-assessment of a school's RTA program by RTA teachers and administrators, all shareholders agreed that the desk audit had some impact. Examples of the impact cited included: increased collaboration about student progress between the RTA teacher and the classroom teachers; increased collaboration between administrators and the RTA teacher about ways to better meet the needs of their students; a chance to look at student data in an in-depth fashion; and a focus on data-driven instruction.
 - Administrators, classroom teachers, and RTA teachers generally agreed that the most prominent challenges of the RTA program were not being able to serve all eligible students, the need for an additional RTA teacher, and scheduling issues.



Gail Clark



Xiaoliang Qi

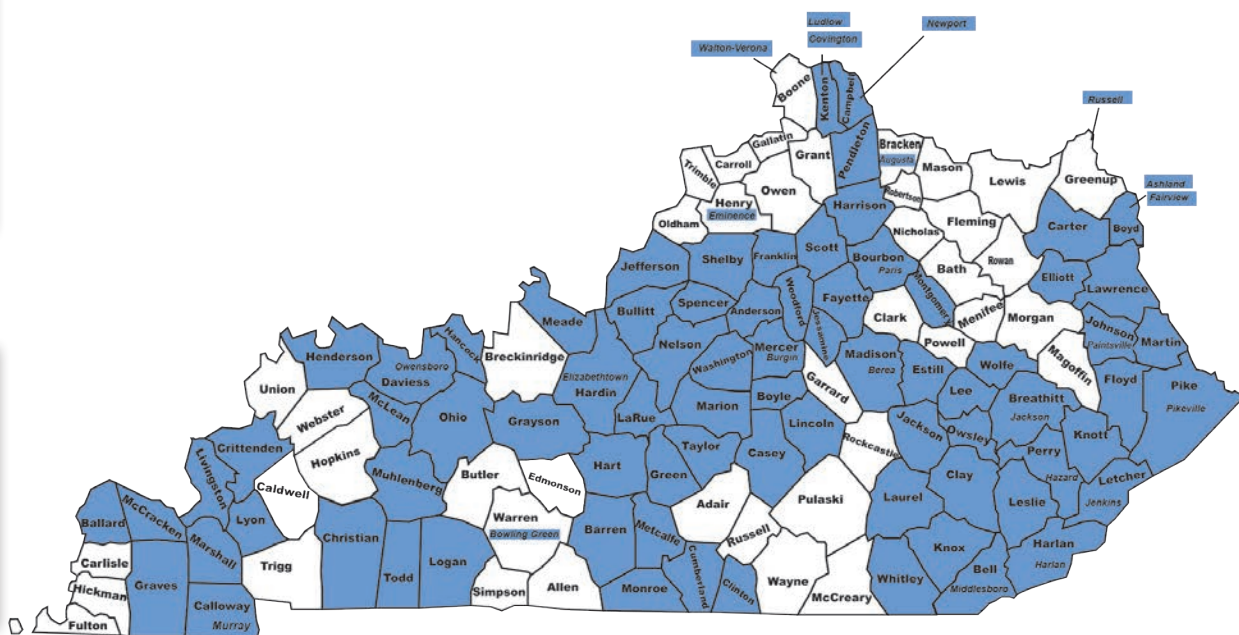


Figure 1. Map of KY showing school districts that contain at least one RTA school

- **RTA Teachers**
 - The 320 RTA teachers were highly educated and experienced with 52.8% holding a Master's degree and 96% having some education beyond the Bachelors level.
 - RTA teachers played an important role in literacy promotion, serving as their schools' literacy team leaders and playing a key role in monitoring students' progress throughout their RTA interventions.
 - Administrators and classroom teachers indicated RTA teachers exhibited behaviors that positively impacted literacy in their school.
- **RTA Students**
 - RTA students at schools that used Measures of Academic Progress (MAP) outperformed national norms in the growth of their MAP scores from fall to spring across all grade levels with 2nd and 3rd grades outperforming national norms by 4.4 and 3.3 points respectively (Figure 2).
 - According to Intervention Tab data, 43.9% of RTA students successfully exited their interventions. This percentage is greater than the percentage of students that successfully exited in the 2015-2016 and 2014-2015 school years.
 - On average, 21 students per school were eligible for RTA interventions but could not be served. Less than one quarter of RTA schools were able to serve all eligible students with one RTA teacher.

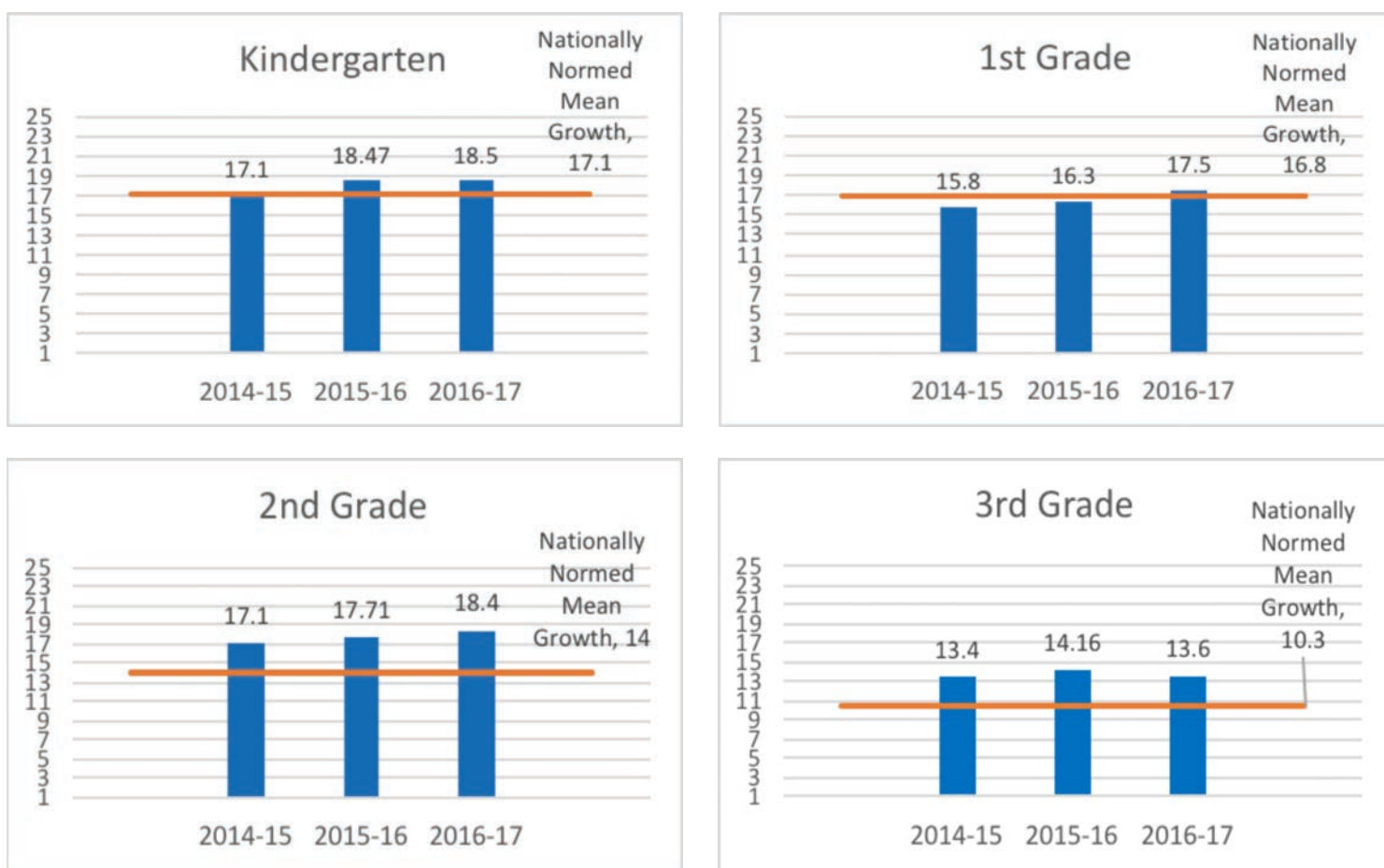


Figure 2. K-3rd grade RTA student growth in MAP scores over the past three years compared to nationally normed mean MAP growth

■ RTA Students' Mean Growth ■ Nationally Normed Mean Growth

Adolescent Literacy Project

The Adolescent Literacy Project (ALP) provides intensive literacy professional development for middle and high school teachers across the state of Kentucky. It was designed to develop and integrate vital skills in teaching reading, writing, listening and speaking in all content areas, and is a yearlong course that includes a summer institute with follow-ups and support throughout the school year. ALP grew to seven cadres in the 2017-2018 year and had representation from 43 schools in 30 districts across the Commonwealth. ALP expanded to include the Literacy Design Collaborative (LDC) as an added tool.

ALP Highlights

Summer institutes were held during June and July 2017 for the ALP cadres. All content areas were represented and specific topics of study continue to be teacher motivated.

Morehead State University cadre topics included LDC, film circles, vocabulary, annotating text, and the reading-writing connection, and they met at the Big Sandy Community College Campus in Prestonsburg. The University of Louisville's focus on LDC provided a wide range of content topics and was a significant part of the strategies teachers engaged. Several teachers implemented the mini-tasks during the school year. Northern Kentucky University continued to study multi-genre projects and invited author Tom Romano for a workshop with the participants.

The Eastern Kentucky University cadre was held in Wayne County with participants from both the middle school and high school. The summer institute focused on Disciplinary Literacy Instructional Planning. Based on feedback from a pre-survey and meetings with the principals and teachers, the following topics were addressed: literacy engagement and motivation in middle and high school; critical thinking; disciplinary vocabulary instruction; leading academic discussions; using non-fiction texts; web-based resources and LDC tools across the curriculum; creating multi-modal learning stations; writing to learn; inquiry based learning; collaborating with parents and the community. Wayne County Middle School teachers collaborated throughout the year on a schoolwide curriculum to teach Greek and Latin Roots. One participant presented her integration of the Orbis Pictus Honor book (2011), *Candy Bomber*, by Michael Tunnell to engage her students in a study of the Berlin airlift and the history behind the Berlin Wall. Their study led the class to communicate with the subject of the book, Lt. Gail S. Halvorsen, and create their own "candy bombing" for elementary students.



ALP participants in action across the state



Erin Wobbekind

Literacy Design Collaborative

During the 2017-2018 academic year, the Kentucky Department of Education provided funding to ALP in order to train and equip Collaborative Center for Literacy Development (CCLD) staff and participating ALP university faculty in the implementation of the Literacy Design Collaborative (LDC) and to facilitate the instruction of LDC use by teachers enrolled statewide in the ALP summer institutes. A study was conducted by the CCLD Research Team to document the implementation of LDC within ALP, and explore its impacts on the professional learning of participant teachers across the state. This was done by analyzing qualitative data collected through multiple ALP faculty and participant surveys, observations of LDC training and classroom teaching, as well as faculty and participant interviews.

Post-Institute survey respondents viewed LDC as a useful teaching resource and expressed enthusiasm about using it in their own teaching. A follow-up participant survey revealed that the majority of teachers who had implemented LDC resources in their classrooms had a positive experience and believed that it had enhanced student learning. Classroom observations and teacher interviews revealed that ALP participants implemented LDC resources in their instruction in varied ways in order to improve student achievement. Some adopted entire LDC modules, while others used mini tasks to focus on specific literacy skills. All teachers have modified existing LDC resources to better suit their needs and benefit their students. Overall, observed teachers reported having positive experience using LDC and sharing LDC resources with their colleagues. Close observation of the LDC training within ALP Institutes revealed that ALP had provided a contextualized learning experience for all participants, which tremendously increased the relevance and applicability of LDC to help teachers meet the needs of their students. ALP Institutes also provided ample opportunities and a positive environment to enhance teachers' use of LDC.

LDC within ALP created a highly effective professional learning model for the LDC initiative. Such pairing has fostered ALP participants' appreciation for LDC as a valuable resource applicable in their respective teaching contexts and stimulated the teachers' enthusiasm about implementing LDC in their own instruction. Further, teachers who have integrated LDC in their classrooms after attending the ALP institutes have reported success in using the resource to engage their students in literacy learning.



ALP educators participating in Summer Institutes



Share Fair 2018

The yearlong ALP culminated with the annual CCLD Share Fair in April. Held at the Marriott East in Louisville, over 75 ALP teachers joined over 425 participants from other CCLD initiatives for a day of networking and professional learning. Through a series of roundtables, ALP participants presented their literacy plan strategies, implementation and results. Laura Robb was the keynote speaker, and the day included a visit from the Lieutenant Governor Jenean Hampton.



ALP participants at Share Fair

Kentucky Adult Education

The Collaborative Center for Literacy Development (CCLD) Adult Education and Literacy Initiative was contracted by Kentucky Adult Education (KYAE) to facilitate learning communities to identify needs and facilitate discussions on issues such as student goal setting, mindsets, retention, and academic instruction contextualized to the workplace and facilitated 5 online courses in reasoning through the language arts, graphic literacy, and student ownership of learning. Major changes in the orientation and goals at the Kentucky Adult Education Office, in part thanks to discussions with CCLD, have led to a temporary hiatus in CCLD's Adult Literacy Teacher Education program. We are currently retooling our efforts for adult developmental literacy and workforce readiness. Stay-tuned for more details in next year's annual report!



Dyslexia Diagnosis and Remediation Trainings

For many years, the Collaborative Center for Literacy Development has provided guidance, advisories, training, and resources to address the needs of students who require additional support in learning to read. There are many reasons a student might have difficulty learning to read, and several can be at issue at once. Therefore, it is important for an effective reading teacher or interventionist to be able to identify reasons for student difficulty accurately. Solutions to problems are problem specific; there are no one-size-fits all solutions to reading difficulty. A careful diagnosis is required to select the correct intervention. Most importantly, it is crucial reading teachers keep their eye on teaching the student, not the problem.

As a result of the passage of HB 187 in 2018, Kentucky has begun a new era of directly addressing the difficulties that beset readers with dyslexia. Dyslexia is an inherent (neurological) difficulty with phonological processing, impairing the sounding out of letters and letter patterns as word forms. The impact on a reader's decoding skills is often so severe that it makes comprehension of a text impossible.

CCLD is currently working with the Kentucky Department of Education to fashion an accessible set of training modules to promote careful dyslexia identification and intervention, help devise a dyslexia toolkit for schools, and collate a set of resources for assisting students with dyslexia. Dr. George Hruby, CCLD's executive director, will personally take responsibility for this important work.

For reading interventionists and classroom teachers, understanding the psychology of reading (how distinct mental processes develop in response to instruction over time, and how they may not), being able to correctly identify distinct difficulties (shy of providing a formal psychiatric diagnosis), and knowing what to do to address particular problems successfully in the classroom is imperative. CCLD is glad to have this opportunity to assist Kentucky's school children, their families, and their communities.



Collaborative Center for Literacy Development (CCLD) 2017-2018 Budget

CCLD General Budget

Administrative Costs	49,000
Adolescent Literacy Project	134,737
CCLD Research	113,094
Clearinghouse & Communications	173,046
Kentucky Reading Project* Funding Support for Eight Universities at Multiple Sites	624,142
National Center for Families Learning	21,000
Personnel Support*	278,793
Physical Operations	<u>97,112</u>
Total CCLD General Budget	\$1,490,924

Total Reading Recovery General Budget **\$1,611,273**

CCLD Grant Funded Initiatives

Imagination Library Project Grant (Kentucky Department for Local Government)	56,924
Kentucky Adult Educators (KYAE) Grant	109,455
Kentucky Education Development Corporation - Literacy Innovations for Neighborhoods in Kentucky	86,200
Kentucky Reading Project for Read to Achieve*	471,978
Total CCLD Grant Initiative Funding	<u>\$724,557</u>

TOTAL CCLD 2017-2018 FUNDING **\$3,826,754**

(Does not include encumbrances or late funding)



Paul Brown

Serving Kentucky educators in literacy since 1998



www.kentuckyliteracy.org



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