

COLLABORATIVE CENTER FOR
LITERACY
DEVELOPMENT

Collaborative Center for Literacy Development:
Early Childhood Through Adulthood

2020 Annual Report



CCLD's Five Principles

- Focus on Student Achievement in Reading, Writing, Language Use, and Thinking
- Extend and Enrich Teachers' Instructional Repertoires to Improve Student Achievement
- Provide Teacher Professional Growth Opportunities of Sufficient Intensity and Duration to Enrich Teachers' Instruction (to Improve Student Achievement)
- Center Professional Growth Opportunities on Teacher-identified Learning Concerns (Develop Teacher-Designed Literacy Action Plans)
- Rely on Literacy Education Faculty from Kentucky's State Universities to Provide Evidence-based Guidance and Theoretical Coherence for Most-probable Effects



Collaborating Partners



Teaching Kids to Read: Nothing Succeeds Like Success!



George Hruby

One of the grand paradoxes of philosophy states that the only constant is change. And we have faced quite a few changes in the past year, some anticipatable, some not. A new Governor, for instance, a new party in control of the executive branch; the resignation of a former Commissioner of Education, and a familiar face taking on the role of Interim as we awaited the arrival of the newly selected Commissioner. And there's a presidential election on, so that's exciting. But these are unsurprising transitions; a normal part of the political cycle.

On the other hand, we are continuing to experience an unexpected pandemic of historic proportions threatening our lives and livelihoods. We are witnessing the mobilization of emergency care facilities and mass testing, social distancing and self-isolation and home quarantines, forced closures of non-necessary business and services, increased bankruptcies and unemployment, and worry over a likely economic recession we pray will be brief. The closing of the public schools and state universities in the spring and the switch to Non-Traditional Instruction (NTI) via online portals and programs has challenged students, teachers, and certainly parents. Plans for this fall have been play-by-ear as a matter of necessity. The health and well-being of families and communities are at stake.

These historic challenges are most certainly not normal, and they have forced us all to be resourceful, emotionally and collaboratively as well as mentally and strategically.

Another sudden, but positive, change has been the outpouring of support by citizens through peaceful protests over the inequitable and unjust treatment of Black Americans and other minorities and people in poverty, and against the societal structures and systems that perpetuate long standing inequities that stymie social, economic, and personal advance. The shooting of Breonna Taylor, an African American healthcare worker, by police in Louisville this past March was only one of many examples of disregarding the well-being of citizens apparently denied the full respect and protections of the law. The protests were joined by countless Kentuckians across the Commonwealth of all races, ethnicities, religions, genders, orientations, and socioeconomic circumstances. A spontaneous collaboration for justice and best outcome. We stand with those who believe justice will be served.

From the Context to the Center

Two terms have been doing some heavy lifting as advice these days. They are *resilience* and *adaptation*. Often employed in the same breath, as if they were the magic ingredients for surviving turmoil and uncertainty, they are, in fact, two different things. *Resilience* is when you keep on doing the same thing in spite of changing conditions. "Stay Calm and Carry On," as the Brits said during WWII. By contrast, *adaptation* means changing your behaviors in response to altered conditions, accommodating your needs to new constraints and affordances, capitalizing on novel opportunities provided by the unexpected. "Being quick on your feet," as the old salute to American Ingenuity would have it.

We at the Collaborative Center for Literacy Development (CCLD) have been responding with resilience and adaptations to the current challenges much as you probably have. We were early to switch to telecommuting and to obtain personal protective equipment to guard our staff's safety. We've been Zooming and Skyping and Google-meeting as well as emailing in new and better ways—in part by avoiding unnecessary meetings and emphasizing work as a verb instead of a place noun: something you do to accomplish objectives instead of a place you go to spend time, something to be assessed by the quality of the product, not the quantities of resources required for its creation. We have helped our community of teachers and learners to maintain their good spirit and provided support and consistency to assure and inspire them. And we continue thereby to do the great work with which the Kentucky General Assembly has entrusted us: improving teachers' literacy instruction and students' reading outcomes across Kentucky.

On matters relating to how we respond to the unexpected, I must sing from the rooftops about our CCLD team of faculty and staff. They have gone beyond the bounds of our always high expectations for them to deliver online equivalents to the Kentucky Reading Project (KRP), the Adolescent Literacy Project (ALP), Reading Recovery, and the variants of these we have adapted for Read to Achieve, Striving Readers, Literacy Innovations for Neighborhoods in Kentucky, and our early childhood language and literacy efforts. A special salute of appreciation is deserved for four CCLD staff in particular: Initially, our recently retired director of KRP, Cary Pappas. Cary had been with CCLD from its inception in 1998. She became director of KRP two years later, and has long directed, shepherded, coached, inspired, and supported the elementary literacy faculty at each of our eight state universities. Positive, agreeable, and ever-smiling, she is now enjoying retirement, though she still connects to boost our spirits.

Three other pillars of CCLD operations are doing their best to fill Cary's shoes while continuing their previous roles: Erin Wobbekind Powell, Keith Lyons, and Katie Gray. Together they have handled the countless details required of daily operations for KRP, ALP, and early childhood initiatives, in the face of our strategic and socio-emotional challenges. We are so grateful to be blessed with them as colleagues; their work is detailed in several pages of the following report. In unison with the teachers and administrators of Kentucky's schools and school districts, these fantastic people have again fostered a heartwarming result: continued improvement of Kentucky's students' reading achievement.

Another key trio of players on our staff is the Reading Recovery team. Debbie Thurmond has recently retired, but Drs. Judy Embry and Lindy Harmon continue to maintain the most robust and respected statewide Reading Recovery system in the U.S., training Teacher Leaders, leading classes in diagnosis and remediation, and playing key leadership roles detailed on page 8 of this report. I would be remiss not to also mention the “army” of dedicated Reading Recovery Teacher Leaders across the Commonwealth who make the world’s most effective and research demonstrated program for helping young readers happen.

There are also the behind the scenes staff at CCLD making its services possible. Paul Brown, our finance, personnel, and facilities director has been keeping the lights on and mail arriving while the rest of us worked from home. On most days, during the pandemic, he had the offices nearly to himself. We will probably have to retrain him so he can put up with us again when we return to our regular schedules. Xiaoliang Qi and Shaila Winston are the CCLD Research Office team, collecting, analyzing, and writing up evaluation data from our programs to inform the university faculties’ teaching. Without their precise and accurate evidence of result, we would be flying blind. And then there is Robert Frost, our IT maestro, keeping the CCLD website, online registrations, and now online professional development humming.

And on a Personal Note

I have just completed 10 years as Executive Director of the Collaborative Center for Literacy Development. It has been a rewarding but often challenging period. But I must point out that, in addition to being CCLD’s Executive Director, I am also research title faculty at the University of Kentucky’s College of Education. And there I enjoy another perspective on Kentucky’s challenges specific to the preparation of literacy teachers and administrators. I serve there as a member of the Curriculum and Instruction Department’s literacy faculty, and I know from firsthand experience that, as good as Kentucky’s teacher education programs are, they cannot possibly produce expert teachers. Why not? Etymology. *Expert*, and by extension, *Expertise*, are words built from the same root as *Experience*. There is no way to short cut to *expertise* except by way of extended and well mentored *experience*. Schools are often short staffed, so their mentoring and support for new hires may not always be what it could be. And too often in less functional schools, the structures of their dysfunctionality are taught to the new hires instead of the effective practices their students require.

That is why even “well prepared” teachers benefit from quality professional development for new skills to meet the wide and unpredictable variance of their students. Even old hands benefit from new ideas and the structured opportunity to develop often unfamiliar skills to apply those ideas. But to work, that professional development requires highly knowledgeable instructors who not only know the skills themselves (and use them in their own mentoring) but have a deep understanding of the research and theory that justify their use. Which brings me to my appreciation for CCLD’s partner literacy faculty at 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 Transylvania University. They are why CCLD’s programs work. They are simply of the highest caliber, impressively knowledgeable, inherently brilliant, persuasively instructive, and charmingly effective. It’s a happy day for our teachers when they discover what credible, effective, and understandable professional development is like thanks to the skills of our literacy teacher education faculty from across the Commonwealth.

To Sum

As the detailed descriptions of CCLD’s programs and initiatives will attest in the following pages, our impact is powerful, our effects are sustained, and our costs are a bargain. Compared to what? Compared to any other well-meaning but less adept organization or product you might select. It’s hard not to like a slate of winners, and this is what we are at CCLD. For we are blessed with the guidance and support of Kentucky’s wisest legislators, all eight of Kentucky’s state universities, the National Center for Families Learning, the Governor’s Office, the Kentucky Department of Education, the Council for Postsecondary Education, the Prichard Committee, the Office of Local Governance, the Dolly Parton Foundation, the Kentucky Reading Association, the University of Kentucky’s Evaluation Office, and the Kentucky Chamber of Commerce, among our other prominent partners.

Good reading, my friends. Stay healthy and positive. Join us in teaching kids to be lifelong readers, learners, and doers! We must continue our demonstrated success in improving students’ reading achievement, for nothing else will succeed so well.

Sincerely,



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



The Collaborative Center for Literacy Development (CCLD) continues to provide quality professional development and research support for early childhood educators and families. CCLD's endeavors in the emergent learning 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 Language and Literacy Project

The Early Language and Literacy Project (ELLP) yearlong initiative continued to serve early childhood educators through the federal Striving Readers Comprehensive Literacy (SRCL) grant received by the Kentucky Department of Education (KDE) and awarded to school districts throughout the state. One of the key components of the grant is a strong focus on early literacy efforts for the youngest of learners. ELLP was one of the early childhood options districts could choose to provide intensive professional development for their district staff, as well as community partners who provide services to children within the designated district's feeder system. The target audience was early childhood education professionals, paraprofessionals, and community early childcare partners who work with young children ages birth to five. The collaboration between districts and communities provided an opportunity to expand ELLP's impact.

The ELLP cadre engaged in an intensive summer institute and follow-up visits during the 2019-2020 academic year. The cadre included 40 participants (14 alumni, 26 new members) representing 12 school districts. The addition of an alumni group arose from the desire of first-year ELLP participants seeking deeper ways to be literacy leaders in their district. The constituency included individuals from district preschool and kindergarten classes, family resource centers, Head Start, and public libraries. The wide array of backgrounds and personnel functions among the participants allowed for great opportunities of learning, sharing, and networking that resulted in creative innovation and stronger bonds between districts and their communities for the purpose of early literacy education and family engagement.

The summer institute was split into two sets of dates and participants. The first two days in the latter part of June served as the orientation for the new cadre of participants. The alumni joined on the second day to take part in a day-long professional development focused on early learning strategies. In July, the full cadre reconvened for a week to engage in more learning. Each day included full group instruction and activities, as well as specific alumni and new cadre instruction periods. The alumni group focused on specific literacy leadership study and coaching strategies. Each day would end with the group combining again to collaborate and allow the alumni to practice their coaching strategies with their new ELLP cadre district colleagues.

During the year, multiple follow-up sessions and coaching visits were conducted by the ELLP directors - Alison Critchfield, Lisa King, and Keith Lyons. The follow-up sessions were a mix of in-person and virtual to accommodate scheduling and be mindful of reducing expenses, (e.g., substitutes, travel). The February follow-up session focused on emergent writing with the professional development expert and author Matt Glover. The full-day event included activities and instruction that helped solidify the fact that emergent learners could and should be inspired to utilize writing techniques at all stages of development. An integral focus throughout the yearlong work was strategic family engagement. Each research-based literacy strategy and relevant activity introduced was deliberately chosen to support families in the child's literacy and oral language development. Numerous manipulatives were provided, along with a bevy of professional resources, to assist in the transfer of skills from participant to the children and families they serve. This targeted instruction became beneficial in the spring as schools and early childcare entities were closed due to the COVID-19 pandemic; educators were able to support families through in-home instruction strategies learned in ELLP.

In a typical year, participants would conclude the initiative by presenting their Learning Action Plans at the statewide CCLD annual Share Fair, an opportunity many of the early learning professionals may have never experienced prior in their careers. However, the in-person pre-K through 12th grade event slated to occur in April was impacted by the COVID-19 pandemic, thus resulting in a virtual event. All presentations were uploaded to a centralized section of the CCLD website. Participants were able to review others' work and provide feedback.



"I am a district employee, and I work in family engagement. It [ELLP] has helped me come up with new ideas and ways to get families involved and excited about being a part of their children's learning"
 - ELLP Participant



Imagination Library Kentucky 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, with an expansion made possible through the SRCL grant. 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, with additional utilization by early childcare educators and providers. Each video includes literacy tips and strategies for families to engage in together as they read books received through the initiative. 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. Nearly 5,000 children received 35,000 books through the 2019-2020 fiscal year. The Imagination Library Kentucky Project videos may be found at: www.kentuckyliteracy.org/imagination-library.

With KDE's permission, the ELLP and Imagination Library endeavors have been combined into a unique initiative offering for the SRCL 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. ELLP was listed as one of the recommended professional development options on the federal Kentucky Comprehensive Literacy grant (2020-2024) beginning in the summer of 2020. Additionally through the expanded Imagination Library initiative offered by CCLD, several districts and entities have sought support for the project in their areas. Through various grant opportunities, book dissemination and related early literacy and oral language focused professional development are being provided to the Danville Independent and Boyle County school districts, as well as a pilot project with the Bluegrass Community Action Council (Lexington, KY).

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.



(clockwise from top left) ELLP Summer Institute participants; Owlsey County Elementary School orientation with Imagination Library registration; ELLP Alumni group; Wolfe County Book Bus that resulted from ELLP LAP; Danville Independent Imagination Library/Family Engagement training participant





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. 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.”

During the 2019-2020 school year, intervention services were provided by 332 Reading Recovery teachers and 19 Reading Recovery Teacher Leaders to 2,558 first-grade children in 262 schools within 84 school districts. Almost half of these students participated in Non-Traditional Instruction (NTI) provided by Reading Recovery teachers and Teacher Leaders once schools closed in mid-March due to the COVID-19 pandemic (see below under Technology). Reading Recovery teachers worked with 17,268 primary children in both one- to-one and small group settings this year.

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. There are 64 Literacy Lessons teachers across the state and continue to see tremendous success with both our teachers and their students.



Judy Embry

Advocacy

The Reading Recovery University Training Center (UTC) at the University of Kentucky continues its endeavor to advocate and inform educators, parents, community leaders, and legislators regarding the difference Reading Recovery has made in the lives of young struggling literacy learners. During 2019-2020, as part of a Statewide Teacher Leaders’ Strategic Plan, Reading Recovery Trainers and Teacher Leaders advocated and supported many Behind the Glass observations for school board members, district personnel, parents, community leaders, and legislators. Behind the Glass lessons were observed by State House Representatives Melinda Gibbons Prunty (Hopkins, Muhlenberg Counties), Scott Lewis (Daviness, Ohio Counties), Rob Weiderstein (Daviness, Henderson Counties), and State Senator Matt Castlen (Daviness, Hancock, McLean Counties). In February, the Reading Recovery Trainers and Statewide Teacher Leaders planned an Advocacy Day at the State Capitol to visit 45 House Representatives and 18 State Senators in Frankfort, Kentucky.



Lindy Harmon

Leadership

Kentucky is well represented at the national level in Reading Recovery. 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 2019-2020, Drs. Embry and Harmon continue to hold positions on the Reading Recovery Council of North America Board of Directors.



Debbie Thurmond

Technology

The UTC continues to utilize technology in the training of Teacher Leaders. During the 2019-2020 school year, most training sites across the state were utilizing technology for training new teachers, continuing professional learning for trained teachers, conducting virtual coaching visits, and observing Behind the Glass lessons. Using various technology platforms has helped to reduce travel expenses and time away from students, as well as provide additional learning time for teachers. Our Teacher Leaders and teachers are well prepared to continue using technology for both teacher and student learning.

With the COVID-19 pandemic and school closures across Kentucky, Teacher Leaders and teachers found new ways to support student learning through technology. They used a variety of platforms to provide lessons and to stay connected

to students. Some of the platforms utilized were Zoom, Google Meets, Class Dojo, Facebook, YouTube, Remind App, FaceTime, email, phone calls, and texts.

Additionally, with some students having little or no internet access, teachers sent resources to the parents of Reading Recovery students. Some teachers called home regularly and sent packets filled with 15 or more books, a writing journal, cut-up sentences, and magnetic letters. Many of our Reading Recovery teachers quickly learned how to record videos for their students to watch online and helped parents to access digital books for their children to read. Most of our Reading Recovery teachers also worked with classroom teachers to share resources and provide additional connections with their students. They had virtual meetings with teachers and discussions about webinars, articles, and other professional development opportunities. They worked with teachers to prepare packets and materials to send home for all students.

Research

New Exit Status Categories

U.S. Exit Status Categories for Reading Recovery and Descubriendo la Lectura Students. Published for NATG by the Reading Recovery Council of North America.

The adoption of these exit status categories by the U.S. Trainers (March 2020) resulted from comprehensive efforts to develop, study, and recommend alternatives by a designated task force. Surveys and pilot studies conducted with Reading Recovery and Dual Language Learners trainers, Teacher Leaders, and teachers during the 2019-2020 academic year confirmed the efficacy and benefits of these exit status categories for communicating student performance as instruction ends. The new categories are:

- Accelerated Progress: Achieved Intervention Goal (replaces 'Discontinued')
- Progressed: Monitoring and Support are Essential for Ongoing Literacy Progress (new category)
- Recommended: Additional Evaluation and Ongoing Intervention are Essential for Ongoing Literacy Progress (no change)
- Moved (no change)
- Incomplete (no change)
- None of the Above (no change)

Hearing and Recording Sounds in Words (HRSIW) Pilot

The piloting of the new HRSIW Task will continue during the 2020-2021 school year. First, the closing of Kentucky schools due to the pandemic prevented participating Reading Recovery teachers from conducting the final end-of-year testing for the current year's project. Second, analyses of the data collected at the beginning of the school year (Fall 2019) and at mid-year (February 2020) reveal the need to look closer at the equivalence between the five alternative forms. Once completed, the new HRSIW tasks will provide teachers with a clearer picture of students' knowledge and understanding of phonemic awareness, phonological awareness, and phonics.

Research by Kentucky Teacher Leaders

Smith, A., Magsig, B. and Emmons, A. (2020). Collaborative inquiry: Our journey to learning and improvement. *Journal of Reading Recovery*, 19(2), 67-79.

Classroom Teacher Professional Learning Pilots

This year saw the first pilots for a classroom teacher professional learning model in Fayette and Madison Counties. The pilots explored Clay's theories of reading and writing and helped classroom teachers and support personnel in Reading Recovery schools use this theoretical knowledge in practical ways to help students of various levels make accelerated gains. In the 2020-2021 school year, many other Teacher Leaders will be using the knowledge gleaned from the Madison and Fayette Counties sites to begin training classroom teachers in their own sites.

"I never knew this program would help my child so much. At the beginning of first grade he started at a 0/1 Level and now is at a 16/18 Level. He is on par with the rest of his class! My son was sad when he didn't need the program anymore. Thanks for everything!"

- Jefferson Co. Public Schools Administrator

"This year, I looped up from Kindergarten to 1st Grade with my students. One student in particular really struggled in literacy. I provided her with everything I knew how to do...then she entered Reading Recovery. Within days, my student was making connections and started reading and writing! She just took off! She is now reading on grade level and ready for second grade."

- Fayette County Classroom Teacher



Reading Recovery personnel as literacy advocates at the State Capitol, including visits with (from clockwise from top left): Reps. Reginald Meeks and Attica Scott, Rep. Regina Huff, Sen. David Givens, Rep. Angie Hatton, Sen. Morgan McGarvey

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 2019-2020 school year, the CIM small group intervention services were provided by 18 CIM Coaches and 228 CIM Specialists to primary children (K-3) in 204 schools within 77 school districts. The University Training Center will train two new CIM Coaches in 2020-2021 following their training as Reading Recovery Teacher Leaders in 2019-2020.



Dr. Linda Dorn with the CCLD Reading Recovery University Training Center administrators and Teacher Leaders during initial CIM training (Spring 2009)

CCLD was saddened at the news of Dr. Linda Dorn's passing. She was a long-time supporter and admirer of CCLD. We greatly respect her contributions to academia and literacy education. Her work will continue to impact generations of learners. She is greatly missed.

Kentucky Reading Project

For more than two decades, the Kentucky Reading Project (KRP) has remained committed to advancing students' literacy achievement through high-quality teacher professional development. Rather than falling prey to “flavor of the month” agendas from well-meaning but ill-advised sources, KRP has steadfastly provided the kind of professional development that focuses on making teachers' instructional skills and problem-solving abilities more effective in the service of their students. The kind of systematic, intensive PD provided by KRP has stood the test of time. To those critics who say that KRP has not changed with the times, let us say instead that KRP has resisted changing just for change sake, when the evidence clearly points to research-based practices that have proven effective over the years. Using the expertise of literacy faculty at all eight state universities, KRP grounds teachers in time-honored practices and upholds the belief that teachers know their students (and themselves) better than anyone else. Ongoing support and encouragement from College of Education faculty statewide also enables teachers to make significant changes in their teaching practice for the benefit of their students. Teachers have always known what their students need – but sometimes they need guidance and the resources to address these needs.

The collaboration among the eight state universities, the National Center for Families Learning (NCFL), the Kentucky Department of Education (KDE), and various other educational and governmental organizations has remained strong over the past 20 years. This is because all these entities share a fundamental belief in scientifically demonstrated research findings as the basis for sound literacy instruction and family engagement in that instruction. KDE continued to offer KRP training to the RTA +1 teachers (KRP4RTA) as part of the requirements for the Read to Achieve grant due to the demonstrated success of KRP. When KDE was awarded the federal Striving Readers Comprehensive Literacy (SRCL) grant (2018-2020), KRP was listed as one of the approved elementary options for quality professional development. Beginning in the summer of 2020, KRP was listed as one of the recommended professional development options on the federal Kentucky Comprehensive Literacy grant (2020-2024).

KRP, KRP4RTA, and Kentucky Striving Readers Project-SRCL (KSRP) professional development cadres took place at various locations across the state in the summer of 2019 and continued with follow-up events throughout the year. Teachers involved in KRP and KSRP also received a coaching visit from their KRP director. Between all three initiatives, there were approximately 435 teacher participants from over 300 schools in over 140 districts. Following are highlights from these trainings:



Eastern Kentucky University (EKU)

KRP4RTA (Dr. Stacey Korson, EKU; Dr. Nora Vines, University of Tennessee at Knoxville; and Dr. Natalia Ward, East Tennessee State University)

To ensure that the needs of the teachers were met, the co-directors offered whole-group, small group, and rotating sessions to offer relevant information most directly connected to their classroom needs. During the summer intensives, participants also had two enriching half-day workshops conducted by guest speakers. One was led by the NCFL staff and focused on family engagement; the second was delivered by Nancy Kelly Allen— a Kentucky author who focused on the writing process and writing with children. Based on the ongoing participant input, the summer intensives, as well as follow-up sessions, included a heavy focus on word study, writing instruction, and structuring literacy instruction.

Erin Wobbekind Powell



KRP (Dr. Stacey Korson, EKU)

To ensure that the needs of the teachers were met, different sessions were conducted to offer relevant information most directly connected to their classroom needs. Teachers investigated Jennifer Serravallo's work to identify strategies to meet their classroom goals, matching these strategies to authentic, diverse literature for instruction. Additionally, cadre members engaged in a professional book study on Stephanie Harvey's work in differentiation and personalized instruction. During the summer intensives, participants also had two enriching workshops conducted by guest speakers. A NCFL staff representative focused on family engagement, and Nancy Kelly Allen— a Kentucky author, focused on the writing process and writing with children. Based on the participant input, the summer intensives, as well as follow-up sessions included a heavy emphasis on integrating reading and writing instruction.

Katie Gray

KSRP (Dr. Stacey Korson, EKU)

EKU's KSRP focused on integrating authentic, diverse children's literature into meaningful instruction. Teachers spent the summer session investigating areas identified in their school's grant plans; differentiating literacy instruction to meet the needs of all students, implementing guided reading, and developmental writing. To meet the needs of the teachers, whole-group and small group discussions were used to develop and build ideas across schools and districts. During the summer intensive, participants engaged in a hands on workshop led by NCFL staff which focused on family engagement. Based on the ongoing participant feedback, follow-up sessions and coaching sessions included a heavy focus on word study and family engagement practices.

Kentucky State University (KSU)**KRP4RTA (Dr. Patricia Higgins, KSU; and Dr. Tiffany Wheeler, Transylvania University)**

KSU focused on helping participants align high-quality literacy instruction with the newly adopted Kentucky Academic Standards in Reading and Writing. Participants had the opportunity to review the standards for their grade levels and collaborate with colleagues to design engaging literacy instruction that addressed the standards and reflected the KRP core concepts.

Morehead State University (MSU)**KRP, KRP4RTA, KSRP (Dr. Rebecca Roach, MSU; and Sarah Kelsey)**

MSU focused on facilitating reading conferences with students. Utilizing Jennifer Serravallo's works on reading and writing strategies, as well as conferencing, participants learned to assess and identify individual student needs, identify strategies appropriate to need and reading level, and manage small group and individual reading conferences. As a part of the Literacy Action Plan, teachers identified at least five students for assessment and conferences. All three summer cadres and subsequent follow-up and coaching visits supported reading conferences and integrating practices.

Murray State University**KRP, KRP4RTA, KSRP (Dr. Christina Grant and Holly Bloodworth, Murray State University)**

Murray State's KRP brought fifteen motivated K-5 teachers together to create a literacy learning community. Sessions revolved around quality readings, choice, demonstrations, discussion, and reflection. Genius Hours allowed teachers to share strategies that work in their individual classrooms, and expert guest speakers brought the concepts to life. Follow-up sessions focused on progress toward action plan goals, sharing and going deeper with high interest topics. Each participant was coached by cadre directors to meet their individual needs.

Murray State took a blended approach to the KRP4RTA portion of the group. Eighteen teachers, selected by their schools as the "+1 Teacher," were carefully integrated into the KRP group for the second week of the institute. This group also included four teachers through the SRCL grant from Fulton Independent. Because choice is an important part of learning, sessions targeting concepts closely connected to their role as the school's +1 Teacher were offered; Reading Recovery teachers, guided reading experts, and the Reading Recovery Teacher Leader from the local area were invited to present. Being part of the larger KRP family created a network of resources across multiple schools for both groups.

KSRP (Holly Bloodworth, Murray State University)

Crittenden County Elementary utilized KRP as a vehicle to engage the whole elementary school, including 30 certified-teachers, four instructional aids, one Murray State teacher from the Professional Development School, and two administrators, in literacy best practices. The school purposed to increase every teacher's and administrator's depth of knowledge in literacy, as well as develop skills to create a climate of success for guided reading schoolwide. Participants worked with teams to create implementation plans across all grade levels. A schoolwide focus proved to be a powerful tool for increasing student achievement by allowing the entire school to focus on strategies specific for their school and students.

Northern Kentucky University (NKU)**KRP (Dr. Lynne Smith, NKU)**

NKU KRP focused on what reading and writing instruction should look like in an elementary classroom, and how teachers can make sure students understand various genres of reading and writing. Participants discussed how to get families involved and how to help students whose parents, for various reasons, are less engaged in their children's literacy.

KRP4RTA (Dr. Lynne Smith, NKU)

NKU KRP4RTA looked at reading strategies to help students move to higher levels of literacy. This is based on the belief that every student has strengths that can be used to address areas of need and/or further success. Other topics discussed included family engagement and how to support students from less supportive environments.

KSRP (Dr. Tammie Sherry, NKU; and Joyce Harris)

The cadre of educators from Bellevue Independent and Williamstown Independent districts focused on strategies to support reading comprehension and vocabulary acquisition. They read and discussed the Stephanie Harvey work on strategies and noted specific areas of need/interest across grade levels. The group also discussed how to incorporate more writing to learn activities and vary the format for grade level appropriateness.

University of Kentucky (UK)

KRP (Dr. Mary Shake, UK; Debbie Carter; and Andrea Marcum)

As a part of deepening the understanding of reading and writing instruction, UK KRP focused on the needs of English Language Learners (ELL). They began with an overall look at students' development as readers and writers and then key elements in instruction that is supported by research (e.g., explicit direct instruction, scaffolding). They examined the role of assessment to enable teachers to understand students' strengths and struggles and how to intervene when needed with strategies to support students' learning. Participants discussed specifically the needs of ELL students and how to create support as needed from multiple staff in the school such as the classroom teacher, ELL teacher, and an intervention instructor. A district ELL coordinator spent time clarifying the language assessment given to students and assisted teachers in understanding how they could utilize this information to support students in their development as readers and writers. An opportunity was also provided to discuss more deeply the Kentucky Academic Standards for Reading and Writing and to practice how to deconstruct the standards to create scaffolded lessons throughout the week using a variety of resources. To relate the knowledge learned to their individual classes the teachers: used data from their school to analyze areas of focus and to create Literacy Action Plans that were implemented in their classrooms, reflected upon during meetings, and then presented at the online Share Fair in the spring.

KRP4RTA (Dr. Mary Shake, UK; Debbie Carter; and Andrea Marcum)

The focus of this group was to gain a stronger understanding of the teacher's role in classroom/Tier 1 instruction in the overall Response to Intervention model (RTI). The summer institute began by providing an overview of the three tiers of instruction and how the tiers coordinate to provide support to close the learning gaps for students as they develop as readers and writers. Utilizing the various texts and articles, they examined how to plan and implement whole-group, small group, and independent practice opportunities for students in reading and writing. Backward planning was presented as a key structure needed to plan a series of lessons to guide students toward meeting the expected standards. Teachers were provided opportunities to meet with others in their grade level to examine standards and plan together using key research based practices in reading and writing instruction. Teachers used data from their schools to individually create a literacy action plan which included specific areas of growth needed in their instruction, the implementation of key strategies throughout the school year, and then shared online with others at the Share Fair in the spring.

KSRP (Amy Keadle and Melissa Purvis)

The Wayne County KSRP cadre was very passionate about understanding the whole child in order to meet their diverse needs when designing literacy instruction. The cadre included a book study on the impact of poverty on teaching. The study prompted deep and intimate discussions within the cadre surrounding the impact of poverty on the brain and the scientific evidence to support what teachers and schools can do about it. The equity and diversity portion of the training revealed areas of growth and focused on building classroom libraries and book selections that build classrooms devoted to cultural awareness, diversity, tolerance, and inclusion. The main topics derived from these discussions included: how to increase student motivation in reading and writing through active engagement strategies, how to bridge the vocabulary gap through intentional selection of picture books with focused high-level mentor text to teach reading and writing, and how to use visual literacy as a tool for teaching a multitude of standards; writing, reading, speaking and listening, and interpreting meaning using visual literacy techniques.

KSRP (Alison Critchfield)

The Middlesboro Independent KSRP included sessions on a variety of reading teaching strategies, research, and learning theories, with more specific topics on: integrating curriculum content into the literacy block, locating online teaching resources, vocabulary, children's literature, writing, diversity, family/school/community connections, and Lego stories. There were opportunities for book talks on adult and children's books. Participants filled out index cards at each meeting with requests for more information on a topic, specific resources, and book wish lists so the director could individualize the instruction even further. Several follow-up sessions and coaching visits occurred throughout the year, as well as opportunities to visit classrooms in action. Final projects included several on vocabulary strategies, designing reading centers, family involvement, and allowing for student choice in the classroom.

University of Louisville (UofL)

KRP, KRP4RTA (Dr. Emily Zuccaro, UofL; and Carla Wilson)

Noted Kentucky author George Ella Lyon was invited to the cadre for a writing workshop during the summer institute. Former KRP alumni presented their Literacy Action Plans (LAP) to the teachers, which enabled the current cadre of participants to ask questions and get a better picture of the LAP and Share Fair. Topics presented in the institute included: the five components of literacy, reading workshop, guided reading, book clubs, spaces and places, "what is reading?", cueing systems, conferring, and ELL. Follow-up sessions were held in the fall and winter with focused topics of guided reading and literacy stations.

Western Kentucky University (WKU)

KRP, KSRP (Dr. Nancy Hulan and Dr. Susan Keeseey, WKU)

The WKU KRP group studied phonemic awareness and phonics best practices, comprehension strategies including Socratic seminar, reciprocal teaching, and close sentence reading. They engaged in literature circles with multicultural literature titles and worked together to plan for engaging family literacy events. The participants engaged in a FlipGrid mini-Share Fair in which they responded to one another's ideas and shared lessons learned in the process.

KRP4RTA (Dr. Nancy Hulan and Dr. Susan Keeseey, WKU)

The WKU KRP4RTA group studied phonemic awareness and phonics best practices, specifically focusing on syllable segmentation and the CLOVER method of decoding multisyllabic words. They also engaged in work for enhanced comprehension in their young students through packaging of comprehension strategies in practices such as close sentence reading and engaging guided reading groups. They also engaged in a FlipGrid mini-Share Fair in which they responded to one another's ideas and shared lessons learned in the process.

Statewide Highlights

NCFL conducted training focused on "Partnering with Families for Student Success" for both KRP and KRP4RTA. It encompassed family engagement research and best practices, literacy strategies that families can use with their children, and an opportunity for participants to apply lessons learned to their elementary classrooms.

The annual statewide CCLD Share Fair wrapped up the yearlong KRP, KRP4RTA and KSRP initiatives. Due to the impact of the COVID-19 pandemic, the Share Fair was moved to a virtual format in April, 2020. Participants submitted their presentations virtually which were posted to a dedicated page on the CCLD website. The presentations shared what they learned and implemented in their classrooms during the year.



*Top (left to right): Summer Institutes for WKU; ECU-Corbin; NKU
Bottom (left to right): Summer Institutes for MSU; NCFL training for WKU; Murray State*



"I would highly recommend KRP to any primary reading teacher regardless of how many years you have been teaching. I have been teaching 25 years and this program has opened my eyes to new and better ways to teach children to read, and I'm so excited!! This was truly the most meaningful training I have ever been involved in. I wish all trainings gave us the opportunity to put into practice the things we have learned with guidance from experts."

- KRP4RTA Participant

- Impact of the +1 Program
 - The +1 Teacher works directly with other teachers in the school to improve literacy and ensure that school reading teams are implementing professional development to help build capacity.
 - Over 93% of RTA teachers, administrators, and +1 Teachers reported having a formally identified School Reading team, an improvement from last year.
 - Reading team members are primarily the RTA interventionist, the principal, and the +1 Teacher.
 - According to +1 Teachers, approximately 89% of RTA School Reading Teams have implemented some form of professional development in their school. RTA interventionists indicated that approximately 97% of schools have implemented a professional development (Table 2).
 - Approximately 290 out of 298 RTA interventionists surveyed at the end of the school year either agree or strongly agree that the +1 initiative will have a long-term impact on their schools' literacy capacity.
 - Both the RTA interventionists and +1 Teachers reported collaborating frequently and felt like this collaboration was improving their literacy teaching abilities.
 - In terms of the types of collaboration, +1 Teachers and RTA interventionists are most frequently working with students in the classroom, discussing student progress, and sharing instructional strategies.

Response	Frequency
Literacy based professional development	263
Family literacy nights	248
Professional learning communities	218
Community involvement within the classroom	133
Take-home books/literacy activities	107
Discussion groups	81
Book studies	72
Other	29

*Other responses include creating a bookroom, artful reading, reading buddies, partnership with the public library, Read Across America, bookmobile, summer programming, and creating a school literacy plan.

Table 2. Programs implemented by school reading team as indicated by RTA interventionists.

- Program Fidelity Data
 - RTA interventionists are as a whole highly qualified teachers with at least a master's degree in a variety of fields.
 - Approximately 86% of RTA teachers have over ten years of teaching experience.
 - Data from the Intervention Tab indicated that Reading Recovery was the most commonly used intervention program, followed by Comprehensive Intervention Model (CIM) and Leveled Literacy Intervention (LLI).
 - RTA teachers reported an average of 38 hours of professional development in literacy during the 2018-2019 academic year. Most RTA teachers reported feeling confident in their ability to help struggling readers in their classrooms; however, they expressed less confidence in addressing specific literacy issues. (Figure 1).



Figure 1. The level of confidence of RTA teachers in literacy areas.

- Feedback Data from RTA teachers, +1 Teachers, Administrators and Classroom Teachers
 - The feedback suggests the grant is being implemented and managed well.
 - When asked what support these groups needed, their replies included a desire for more collaboration time, increased professional development opportunities, funding, and more resources.
 - Evaluators suggest adding the +1 Teachers and RTA interventionists into an online platform for research sharing such as Google Classroom. They also suggested a group discussion on criteria for students' entering and exiting the program to determine if variations can be reduced.



Adolescent Literacy Project

The Adolescent Literacy Project (ALP) provided intensive literacy professional development for middle and high school teachers across Kentucky. It was designed to develop and integrate vital skills in teaching reading, writing, listening, and speaking in content areas, and is a yearlong course that includes a summer institute with follow up events and support throughout the school year. The 2019-2020 ALP consisted of four university site cadres and represented 29 schools and 20 districts across the Commonwealth.

ALP Highlights

Summer institutes were held during June and July 2019 for the ALP cadres.

Eastern Kentucky University (EKU)

(Dr. Dorie Combs, EKU; Dr. Eileen Shanahan, EKU; Kevin Presnell; Devan Stone)
 The EKU ALP session topics included: disciplinary literacy, teaching vocabulary across the curriculum, writing across the curriculum, teaching for inquiry/project-based learning, creating multi-modal stations, critical analysis of media/web resources, teaching argument, and power writing. Other specific strategies that were modeled were: carousel brainstorming, Book Head Heart response to reading (Beers & Probst), Think-ReThink-ReRead-Re-examine (Janet Allen), and Socratic seminar. Participants also self-selected into book study groups and met each day to discuss their book. Each group then made a short presentation about their book on the final day.



Morehead State University (MSU)

(Dr. Alison Heron Hruby, MSU)
 The MSU ALP focused on defining adolescent literacy based on the participants' diverse experiences teaching young adults across MSU's service region. Some very exciting literacy action projects resulted, including a collaboration between an English and chemistry teacher at Fleming County High School that capitalized on students' creative thinking skills, as well as a community-based inquiry project in a reading intervention class at Baker Intermediate School in Clark County.



Northern Kentucky University (NKU)

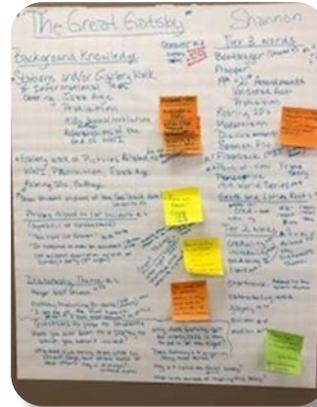
(Dr. Tammie Sherry, NKU; Dr. Mike DiCicco, NKU; Joyce Harris)
 The NKU ALP continued to find ways to incorporate authentic writing opportunities in classrooms. The writing-to-learn mode was one of critical importance as a tool for formative assessments that they spent a great deal of time working with across content areas. They also read extensively on the research related to vocabulary instruction/word selection in content areas and how that might connect to writing opportunities to assess student knowledge.



Western Kentucky University (WKU)

(Dr. Kandy Smith, WKU)

The WKU ALP focus was on academic vocabulary and background knowledge. The director and participants spent the week-long workshop examining research-based best practices around those two vital areas for adolescent reading comprehension. As the workshop approached conclusion, each participant chose a text they teach and organized their thinking concerning the vocabulary and background knowledge that students need in order to fully comprehend and appreciate that text, collecting the thoughts on a chart. Other participants then examined the created chart (example below) and added to the participant's thinking. Teachers took the awareness of the importance of vocabulary and background knowledge back into their classrooms, creating projects that reflected that focus.



Share Fair

The yearlong ALP culminated with the annual CCLD Share Fair. Due to the impact of the COVID-19 pandemic, the Share Fair was moved to a virtual format in April 2020.

"I felt that the strategies presented would be adaptable to all content areas. I also appreciate how receptive the presenters were to adapt and meet the needs of the participants. It was obvious that they were passionate about literacy and supporting teachers."

- ALP participant

"This has made me much more aware of the need for background knowledge and schema for students. I knew I had a disconnect in my classroom before, but this has helped to pinpoint why, and provided different examples of strategies that I may be able to implement in order to help my students be as successful as possible. This school year, my classes read more than ever before."

- ALP participant

Share Fair 2020

In a typical year, participants would conclude the initiative by presenting their action research plans at the statewide CCLD annual Share Fair. However, the in-person pre-K through 12th grade event slated to occur in April was impacted by the COVID-19 pandemic. CCLD staff worked swiftly and efficiently to create a platform through which the work of all the Early Language and Literacy Project, Kentucky Reading Project, Kentucky Reading Project for Read to Achieve, Kentucky Striving Readers Project, and Adolescent Literacy Project participants (~550) could be honored and showcased. All presentations were uploaded to a centralized section of the CCLD website. Once all the presentations were submitted, participants reviewed at least five other presentations and submitted forms where they shared and reflected on how they were relevant to and may impact their teaching. Though ideally not the optimal sharing and networking mode, the alternative Share Fair format provided a unique opportunity for all initiative-related "attendees" – initiative participants, directors, district administrators, CCLD personnel – to increase access to more presentations. It also allowed for viewing by a larger audience outside the initiatives, as the site was made public. The presentations for all 2019-2020 CCLD Share Fair initiatives may be found at: www.kentuckyliteracy.org/sharefair-presentations/ or by scanning the QR code below:



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. To effectively address students' reading difficulties, accurate evaluations by well-trained reading specialists are necessary.

There are many reasons a student might have difficulty learning to read, and several can be at issue at once. For some the issues relate to decoding difficulty: trouble with basic alphabet knowledge, weak phonemic awareness, the need for phonics instruction, or slow processing of texts to sound. For others the trouble involves language comprehension ability: weak vocabulary, difficulty with the syntax of complex sentences, insufficient background knowledge, or delayed cognitive development. Accurately identifying a student's difficulties and then matching them to an effective remediation approach is a challenging task. But solutions to problems are problem specific; there are no one-size-fits all solutions to reading difficulty. A careful diagnosis is required to select a correct intervention.

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 can sometimes be so severe that it makes comprehension of a text difficult.

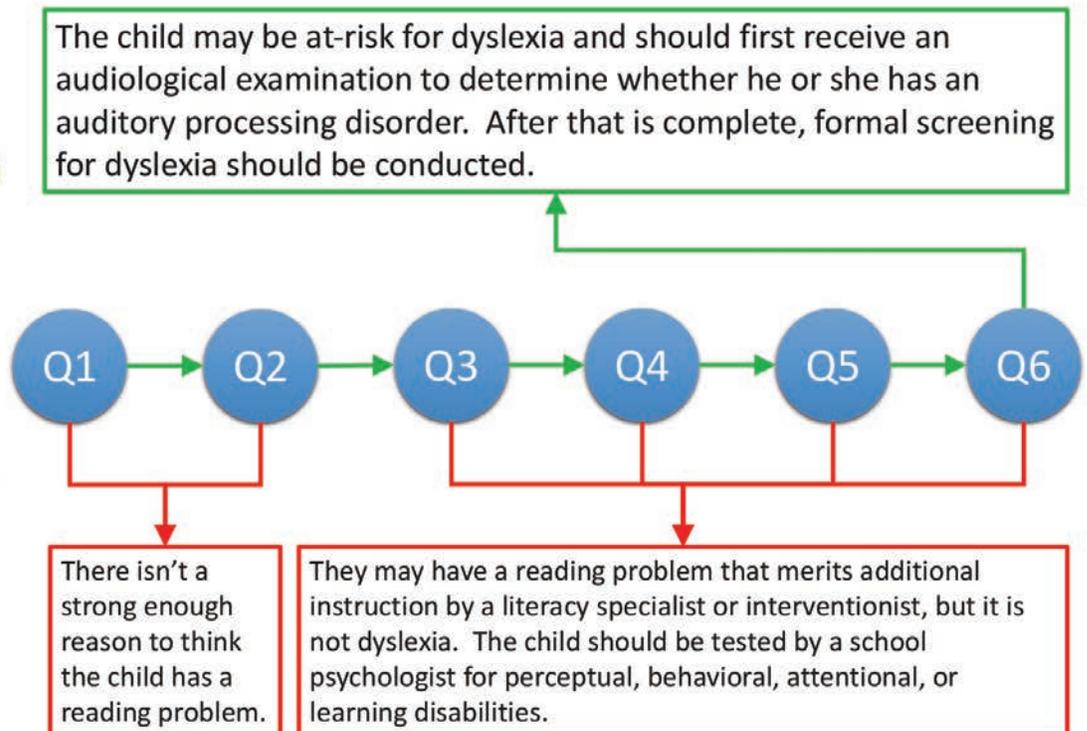
CCLD is currently working with the University of Kentucky (UK) to fashion an accessible set of online training modules to promote careful dyslexia identification and intervention. Dr. George Hruby, CCLD's executive director, has personally taken responsibility for this important work. The modules address the four elements required by KRS 164.304 (definition, diagnosis, intervention, and the components of a Response to Intervention model). They are designed so that they can be dropped into whatever literacy courses students are required to take in their preparation programs. UK hopes to offer this resource to the other seven state universities, as well as to teachers in the schools directly for professional development crediting.

A sample Six-Step Decision Path

Is it dyslexia?



Or something else?



Local, State, and National Engagement

For more than 20 years, the Collaborative Center for Literacy Development (CCLD) continues to be 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 Provides Website and Video Series.** The CCLD website provides resources for educators, administrators, and policy makers. In 2019, a new section, the "Director's Cut" was added where the CCLD director, Dr. George Hruby, highlights important research articles relevant to the current world of literacy. A notable addition developed due to the COVID-19 pandemic was the Share Fair presentation section. The 2020 iteration of the annual CCLD Share Fair became a virtual event via a dedicated webpage to accommodate and showcase the work of CCLD's initiatives. The website continues to house the specialized sections of "In Their Own Words: Reflections and Interviews from Experts in Literacy" and Imagination Library video series.
- **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 four years, CCLD has engaged in a unique endeavor that supplements the book dissemination premise with videos produced around the books that support emergent literacy and oral language development for early learners and their families. Since March 2016, the CCLD-related Imagination Library affiliates have been responsible for the dissemination of over 152,000 books to more than 15,000 children. CCLD's pilot project has garnered state, national, and international recognition.
- **CCLD Supports Educators.** CCLD's commitment to supporting educators through quality professional development initiatives has been a mainstay for more than 20 years.



KY teachers and CCLD representatives at LRA Research to Practice Forum

- CCLD sponsored three Kentucky educators to participate in a special research-to-practice forum associated with the Literacy Research Association Conference in December (Tampa, FL). The event included researchers and practitioners from across the country to discuss relevant topics in literacy to help inform desirable and necessary foci for literacy research that will benefit practice. Jennifer Chumley and Leah Harrison (Williamsburg Independent School, Williamsburg) and Kevin Presnell (Madison Central High School, Richmond, KY) represented the education community of the Commonwealth very well.
- CCLD supports the keynote speakers, authors, and sessions of the annual Kentucky Reading Association conference (Louisville, KY). The 2019 featured presenters and authors included Carmen Agra Deedy, Stephanie Harvey, Adria Klein, Lori Shovan, and Sharon Draper. Several of CCLD's initiatives utilized the statewide literacy conference to support their yearlong professional development instruction and networking opportunities for participants.
 - In collaboration with the Kentucky Reading Association, CCLD helped sponsor a book study and school visits with author Sharon Draper. The book *Blended* was chosen as the focus of the study, exploring and discussing diverse relationships that represent the families in Kentucky and beyond. In February, Ms. Draper spoke with students at the Winburn Middle School (Lexington, KY) and addressed various groups at Madison Central High School (Richmond, KY), followed by a public author event at Joseph-Beth Booksellers (Lexington, KY).
 - CCLD supported the Asbury University Children's Literature Conference (Wilmore, KY). The event was a one-day conference to promote awareness of new youth literature (pre-K through 12). Attendees networked and learned from authors/illustrators about their creative processes, as well as attended breakout sessions on incorporating children's literature into the classroom and educational programming led by in-service teachers, librarians, and storytellers. Featured authors included Marie Bradby, Heather Henson, and Angela Johnson.



Keith Lyons



Robert Frost

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.

Collaborative Center for Literacy Development (CCLD) 2019-2020 Budget

CCLD Literacy & Instruction Budget

Administrative Costs	\$36,800
Adolescent Literacy Project	310,000
CCLD Research	105,000
Clearinghouse & Communications	167,351
Dyslexia Initiative	18,501
Early Childhood Initiative	60,000
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	530,000
National Center for Families Learning	20,000
Personnel Support	296,788
Physical Operations	95,718

Total CCLD Literacy & Instruction Budget **\$1,640,158**

Total CCLD Reading Recovery **\$1,547,308**

CCLD Grant Initiatives

Imagination Library Professional Development Grants Bluegrass Community Action Council	2,700
Individual Districts using Alumni Grants from Governor's Office of Early Childhood	14,735

Kentucky Educational Development Corporation (KEDC) –
 Literacy Innovations for Neighborhoods in Kentucky (LINK) 65,000

Kentucky Reading Project for Read to Achieve (KRP4RTA) 270,367

Kentucky Striving Readers (SRCL) Grant 356,015

Total CCLD Grant Initiative Funding **\$708,817**

TOTAL CCLD 2018 – 2019 Funding **\$3,896,283**



Paul Brown

(Does not include encumbrances or late funding)

Serving Kentucky educators in
literacy since 1998

COLLABORATIVE CENTER FOR
LITERACY
DEVELOPMENT



 University of
Kentucky.

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

www.kentuckyliteracy.org